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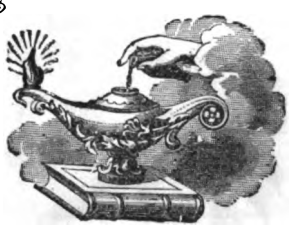

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THIRTY-FIRST

ANNUAL REPORT

OF THE

BOARD OF EDUCATION,

TOGETHER WITH THE

THIRTY-FIRST ANNUAL REPORT

OF THE

SECRETARY OF THE BOARD.

BOSTON:
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1868.

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ERRATUM.—In the Abstract of School Returns appended, page liii, the total of the third column of figures should be 4,838, instead of 4,848.

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ANNUAL REPORT.

The Board of Education has, during the last year, paid attention to the usual duties assigned to it. These have chiefly consisted in their superintendence of the four Normal Schools, which they are glad to report in at least as good a state as ever before. They have also, by a special Committee, attended to the duty recently assigned to them by law, in relation to the deaf and dumb pupils of the Commonwealth. The details concerning the Normal Schools will be found in the Report of the Secretary, and in the special Reports of the Visitors of each of the Normal Schools. The Sub-Committee having in charge to visit and investigate the Deaf and Dumb Asylum at Hartford, and the school at Northampton, have attended to that duty, and have also made a verbal report to this Board on the subject.

Passing by, then, these matters, the Board beg leave to submit some more general observations on modes of teaching in our schools. They are well aware that these are only suggestions, and can carry no weight of authority beyond what their intrinsic truth may secure. But, being placed by the Commonwealth at the head of the State system of education, it has seemed to be the duty of this Board, from time to time, to take a survey of the progress and defects of our system. Its general advantages we all admit. Nowhere in the world, perhaps, are better schools provided for the poor and for the younger children. Our Primary Schools, taught usually by intelligent and kind-hearted young women, who are usually left free to follow the dictates of common sense in their methods of teaching, and to whom the recent introduction of object-lessons, singing and gymnastic exercises have brought great aid—these schools are now immensely in advance of the old-fashioned "Dame School" described by the poet Shenstone. The little children go to them with joy, and learn fast from kindly teachers lessons of morality as well as knowledge.

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The defects in our school system begin to show themselves as we go up to the Grammar and High Schools. Some of them we will endeavor to point out.

I.—*Text-Books.* The want of system in our text-books is a serious evil, and one which seems to grow from year to year. As few of the members of the school committees or of the teachers have the time and means to make a faithful comparison of the multitudinous varieties of grammars, geographies and arithmetics which swarm thick as leaves in Vallambrosa, they are much at the mercy of enterprising publishers and book-agents. Bad books or inferior books, which are issued by a wealthy and energetic business firm, will often drive out better ones, whose authors or proprietors have relaxed their efforts. It would seem desirable to have some judicious board or commission, wholly independent of authors and publishers, who should carefully examine and compare all the text-books in vogue, and publish a list of the best, describing them and pointing out their various characteristics.

This would not oblige any to accept their recommendations, but many a puzzled teacher or anxious school committee would be thankful for such a guide through the intricate wilderness of school books they are now obliged to traverse. It may be thought that this Board might itself furnish such a *catalogue raisonnée* of school books. Perhaps it might. Yet it could be done still more thoroughly by a special commission, appointed for that purpose, and consisting in part of the ablest practical teachers, male and female, and in part of distinguished literary men, who are most familiar with these studies. A catalogue of school books, carefully prepared by such a commission, might indeed excite the ill-will of publishers whose books should not receive a favorable notice therein, but would not fail of being very acceptable to the great multitude of teachers and parents.

II.—*Hours of Study.* The subject of the proper length of time to be spent by children in study is one of great importance, and it has engaged the attention of the Board during the year. It is very evident that in many schools more time is given to books than is consistent with health and ultimate intellectual progress.

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A committee of this Board has visited and examined three of the Normal Schools to see what is their condition in this respect. The results are as follows:—

We addressed questions to the four principals, to which they made prompt and full replies, from which it appears,—

1. That the sessions in Bridgewater and Westfield are five and one-half hours; in Salem, five hours; in Framingham, four and one-half hours.

2. The hours of recreation and exercise. *In Westfield*, by a law of the school, one hour in the open air each day is given. *In Framingham*, from half past four to seven—two and one-half hours—half an hour of which must be in the open air.

In Salem no particular time is designated for exercise, but Mr. Hagar arrives at it thus. "Suppose a young lady learns with difficulty, so as to need *five hours* of study out of school to prepare her daily lessons. If she study *two hours* in the evening, there remain *three hours* of study for the day. Subtracting the three hours of study and five hours of school from the fifteen hours which are now the exact number between sunrise and sunset, there remain *seven* hours of daylight for meals, exercise and recreation. If the pupil takes two hours for her meals, she has five hours daily for exercise and recreation, leaving seven for sleep. If she needs eight hours' sleep, she has still four hours' leisure."*

In Bridgewater there are printed regulations, and every pupil is furnished with these and with printed blanks in which to report each week every violation of rules. *One* hour's exercise in the open air is required each day by these rules; and by a process of subtraction like that of Mr. Hagar, Mr. Boyden concludes that giving eight hours to sleep, there remain six and a half hours each day for exercise, meals and recreation.

From the tenor of these reports, it appears that all the principals are aware of the duty of considering the health of their pupils, and are doing much toward that purpose. But this Board also has a duty in this matter. Although the principals all declare the health of their pupils in the main good, and have no belief that any special injury occurs from over-study, yet we know that

* It must be remarked here, however, that Mr. Hagar says nothing of the time a young lady takes for dressing and undressing, for repairing her clothes, which most of them must do, and for other little matters.

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teachers are always in danger of demanding too much work from their pupils, and of judging the powers of the majority by the recitations of the best scholars. The danger is not from too hard work, but from working the brain when its powers are exhausted —working it too long a time without change, and working without recreation. Many writers on education now believe that the brain of an adult is not capable of more than four hours' hard work a day, and that a young person cannot work to advantage much more than three. The five hours in school are exhausting hours, as we all can remember. Nothing is more tiresome than to fix the attention where there is no natural interest, as in a school recitation in which each scholar is familiar with what all the rest are reciting.

Mr. Edwin Chadwick, the distinguished English educationalist, in a series of Blue Books printed by the British Parliament, gives a long list of facts to prove that children, working on what is called half time—that is, three hours a day instead of six—and giving the other three hours to out-of-door work, really made the greatest intellectual progress in a year.

The following remarks on this subject are from an article in the "Atlantic Monthly," by T. W. Higginson, entitled "The Murder of the Innocents:"—

"Sir Walter Scott, according to Carlyle, was the only perfectly healthy literary man who ever lived. He gave it as his deliberate opinion, in conversation with Basil Hall, that five and a half hours form the limit of healthful mental labor for a mature person. 'This I reckon very good work for a man,' he said. 'I can very seldom work six hours a day.' Supposing his estimate to be correct, and five and a half hours the reasonable limit for the day's work of a mature intellect, it is evident that even this must be altogether too much for an immature one. 'To suppose the youthful brain,' says the recent admirable report by Dr. Ray, of the Providence Insane Hospital, 'to be capable of an amount of work which is considered an ample allowance to an adult brain is simply absurd.' 'It would be wrong, therefore, to deduct less than a half hour from Scott's estimate for even the oldest pupils in our highest schools, leaving five hours as the limit of real mental effort for them, and reducing this for all younger pupils very much further.'

"But Scott is not the only authority in the case; let us ask the physiologists. So said Horace Mann before us, in the days when the Massachusetts school system was in process of formation. He asked the physicians in 1840, and in his report printed the answers of three of the most

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eminent. The late Dr. Woodward, of Worcester, promptly said that children under eight should never be confined more than one hour at a time, nor more than four hours a day.

"Dr. James Jackson, of Boston, allowed the children four hours schooling in winter and five in summer, but only one hour at a time; and heartily expressed his detestation of giving young children lessons to learn at home.

"Dr. S. G. Howe, reasoning elaborately on the whole subject, said that children under eight years of age should never be confined more than half an hour at a time; by following which rule, with long recesses, they can study four hours daily. Children between eight and fourteen should not be confined more than three-quarters of an hour at a time, having the last quarter of each hour for exercise on the playground.

"Indeed, the one thing about which doctors do *not* disagree is the destructive effect of premature or excessive mental labor. I can quote you medical authority for and against every maxim of dietetics beyond the very simplest; but I defy you to find one man whoever begged, borrowed or stole the title of M. D., and yet abused those two honorary letters by asserting under their cover that a child could safely study as much as a man, or that a man could safely study more than six hours a day."

"One of the most striking passages in the report of Dr. Ray, before mentioned, is that in which he explains, that, 'though study at school is rarely the immediate cause of insanity, it is the most frequent of its ulterior causes, except hereditary tendencies.' *It diminishes the conservative power of the animal economy to such a degree that attacks of disease which otherwise would have passed off safely, destroy life almost before danger is anticipated.*"

Not satisfied, therefore, with our previous examination, the Sub-Committee of the Board again visited two of the schools, and asked the collected scholars the following questions:—

1. *How many hours do you study out of school?*

In one school (where about 85 were present,) 31 scholars said they studied from three hours to three and a half; 35 said four or five hours; 12 said four to six hours, and one said *seven* hours.

In the other school (where there were about 60 present,) *no* scholar studied less than *three* hours out of school; 16 studied between three and four; 31 between four and five, and seven scholars over five hours.

2. We then asked them about their health, as follows:

How many of you are usually well, but with occasional headaches, weariness and sleeplessness?

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In one school (out of 85 scholars,) 59 stated they were thus affected. In the other schools (out of 60 scholars,) we found 38 in this condition.

3. *How many are perfectly well?*

In one school (out of 85 scholars,) only 15 were perfectly well; in the other there were but 9 (out of 60.)

4. *How many have a good appetite for breakfast?*

Out of 85 there were but 40, and out of 60 there were but 22 who had.

5. *How many sleep well the whole night through?*

Out of 85 scholars, 54 could sleep well, and 27 confessed to broken sleep. Out of 60 scholars, 41 said they slept well and 16 said they did not.

Other questions of a similar kind were asked and the answers showed the danger, even in our best schools, of devoting too much time to work in school and out, and not enough to exercise and recreation.

It is evident, indeed, that the teachers of the Normal Schools have devoted no little thought to this subject, and have conscientiously endeavored to protect the health of the pupils; and yet the result is in many cases, failing health, headaches, sleeplessness, — arising evidently from too much time being given, in school and out, to brain-work. The average amount of this mental labor cannot be less than *nine hours* a day, and in many cases is more.

The Board, therefore, in view of these facts, have voted that the Principals of the Normal Schools be requested to fix eight hours a day as the outside amount of confinement and brain-work, including what is done in school and outside of it, and to impress on the pupils the importance to their health and future usefulness, of not exceeding this limit.

III.—*Cramming.* Akin to the last topic is another similar one, and of equal importance. The expressive term "cramming" has been applied to that method of study which aims at filling the memory with words, rather than training the intellect to think, or giving real discipline to the faculties. Much has been said and done to correct this fault in our schools, but much more ought to be done. The introduction of Object Lessons was intended to substitute exercise and culture of the perceptive organs

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for the study of words, and has been an invaluable step in this direction. Yet even this study may be made the very opposite of what it was intended to be. If, for example, the figure of a horse is shown to a class and they are expected to tell the names of the different parts—as *hock*, *pastern*, and the like, it may be a useful lesson; but it is evidently an exercise in verbal memory and not one of the perceptive powers. The purpose of the object-lesson is to educate the child's eye to measure the size, shape, length, height of anything—to distinguish shades of colors, and to educate the hand to determine the amount of weight and so forth.

Modern education is being improved in all departments, by becoming more practical. In all kinds of teaching much is gained by constantly asking the use of each process. In teaching geography, for instance, we now are beginning to substitute map-drawing for the old method of committinmg to emory lists of towns, rivers, islands, lakes, &c., which were better forgotten than remembered. In many schools a child may now be called to the blackboard, and will draw from memory a sufficiently accurate outline of a European or American State. This knowledge, once acquired, remains; whereas, on the other system, when a child has nearly put out its eyes by looking up, by gas-light, on a finely printed map, the names of all the lakes in Nevada, or towns in Bavaria, he is pretty sure to forget them again in a few days. But when a child is made to learn that which he is sure to forget, it is not his memory which is educated, but the habit of forgetting.

Thus, too, in teaching grammar, it would be a great gain to scholars and teacher if the latter should constantly remember what grammar is for. It is, say the books, "the art of speaking and writing correctly." The object of grammar, then, is to teach children to speak and write correctly. Anything in grammar which helps them to do this, is useful,—that which does not, is useless. Most of our English grammars are full of mere philological studies, very interesting doubtless to grammarians, but worse than useless to little children. Of what possible advantage to a boy can it be to know that, when he says, "I shall have been rowing," one grammarian calls it the Future-Perfect Tense,—or to be informed by another, that "an adjective used with a copula to form the predicate, belongs to the subject,"—or to be told by a third, that "though articles relate to the nouns which they limit,

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yet the definite article, used intensively, may relate to an adjective or adverb."

What boy speaks English better for knowing that "a compound participle, consists of two or more participles, and is, in sense, generally a perfect, but sometimes a present, participle." Yet these are the matters on which our children spend weeks and months of hard study, when there are so many important things to be learnt and so little time to learn them in. No one ever learned to read or speak English well by studying these artificial definitions and classifications.

The proper cure for this whole system of cramming, is that text-books should be prepared by men of good sense and thorough culture, and that teachers should constantly keep before their minds this question: What do these children need to know, and what use will it be to them to learn this?

IV.—*Women on the School Committee.* In all our towns it is difficult to find men to put on the School Committee, who have both time and ability for the work. But in all our towns there are women, who have had experience in teaching children, who are deeply interested in education, and who, moreover, have ample time to devote to the business. Some towns in the Commonwealth have already chosen women on the School Committee. But as the legality of this proceeding has been doubted, and as the advantages of it, in many instances, are unquestionable, this Board would recommend to the general court to pass a law, distinctly authorizing any town in the Commonwealth to put on the school committee a certain proportion of women, unless the present law be considered adequate.

V.—*Corporal Punishment.* This subject has been extensively discussed through the State in public meetings and in private during the year. The opinions of the people seem more and more tending to the conviction that if corporal punishment were wholly done away from our schools, a better mode of discipline would take its place. Many teachers never use the rod—many use it very seldom—only very poor teachers depend upon it to maintain order. Hence it follows that the incompetent teachers, with the *least* judgment and moral character, who ought *least* to be permitted to beat children, because most likely to abuse the

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power, use it the most. We believe that this subject demands, and will receive, further examination. We do not, however, as a Board, recommend, at the present time the discontinuance of this system in the State, though some of our members believe that this is desirable; but we all agree with a recent report made to the School Committee of Boston, that "abstractly, corporal punishment is an evil, and not justifiable as the first resort, but as the last, except in very flagrant cases, and that only in cases of gross impropriety, of wilful, determined disobedience, and persistent defiance of the regulations and authority of the teacher, is corporal punishment justifiable."

No report, is at present, submitted in regard to the Deaf and Dumb. To the Board of Education this is a new duty—the nature of which they are not certain that they wholly understand. If the legislature in referring this subject to our Board, only intended that we should have a general oversight of the matter, we are willing to assume this additional work. But if it be expected of us to examine the questions at issue between the friends of different methods of deaf mute instruction, it has appeared to us, after a full discussion, that this would interfere with the successful performance of our other duties, and we should in that case desire to be relieved from this duty, by having it transferred to some other Board.

The reports of the respective schools, and of the Treasurer and Secretary, are herewith submitted as approved.

ALEX. H. BULLOCK.
WILLIAM CLAFLIN.
JAMES FREEMAN CLARKE.
JOHN P. MARSHALL.
GEORGE D. WILDES.
WILLIAM RICE.
EMORY WASHBURN.
SAM'L. T. SEELYE.
JOHN D. PHILBRICK.
DAVID H. MASON.

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REPORTS OF VISITORS

OF THE

NORMAL SCHOOLS.

FRAMINGHAM.

The Visitors of the Framingham Normal School have at no time had greater cause to congratulate the Board upon the condition and prospects of the school, than at the present. The past year has proved to be one of much practical success, and has established a well grounded confidence that what has been achieved, is a sure earnest of what is to be its history hereafter. Every year serves to strengthen the conviction that our Normal Schools are a necessity in the economy of our system of public education, and amply repay the expense and attention bestowed upon them by the Commonwealth and its agents. Every year, moreover, serves to develop new wants which they are needed to supply, as the science of school education becomes better and more fully known. One of the purposes to be aimed at by these schools, is to ascertain the true objects of such an education, and the instrumentalities by which these objects can be best attained. Though their teachers have a more mature class of minds to deal with than a large proportion of those which are to be trained and taught in our Common Schools, it is but applying the same processes and the same laws of progress in a wider field, and on a somewhat higher plane. No one can tell when, if ever, the child loses his identity in the youth, or when the moral or intellectual training of such a child ceases to be operative upon the character and progress of the young man or the young woman. Much, therefore, is doubtless gained every year by experience and observation on the part of the teachers of these schools, and very much is learned by what they witness in the

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efforts and processes on the part of their pupils. One of the most important instrumentalities in certain parts of Normal teaching has been found to be, to observe and take part in the workings of a proper training school of young children. The hints and lessons which the Normal pupils thus acquire, are of the highest value to them in a practical point of view, and the importance of attaching, in some form, such a school to each of our Normal Schools, has already become obvious and well nigh indispensable. The experiment of this school in this direction, is detailed by the communication of the principal to the Visitors, and the readiness of the people of Framingham to aid in carrying it out, is also there stated. And the Board have had too many evidences of the favor manifested to the school by the good people of that town, to doubt of their cordial co-operation in everything that may advance its interests. The Visitors would express a decided approbation of the scheme of inaugurating, in some form, the connection of a training school for young children with the Normal School at Framingham.

In view of the results of their own personal observation of the condition of the school, in the orderly conduct, courteous dignity of deportment, and uniform habit of self-respect of its pupils, and in the consciousness that these pupils have come, as its statistics show, from the associations of common and often humble life, and from the preparatory training of our Common Schools, and have brought with them the characteristics and qualities which are developed under such circumstances, the Visitors have been profoundly impressed with the conviction that, in the discipline of schools generally, a resort to corporal punishment in the case of female pupils is not only unnecessary, but ought to be discarded. It is as essential to cultivate a delicate moral sense, as a keen intellectual perception,—to encourage a true estimate of self-respect, as to develop the powers of a ready acquisition of knowledge. And although, in the theories of education, the rod has held a traditional importance, it is grateful to believe that the world is getting in advance of such a questionable auxiliary in moral discipline. The best schools are certainly managed without its aid. And although its advocates oppose to this example the alleged fact that such is the mode of treatment of the children of some families, that force and terror are

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the only means of exercising control over them, the truth of the proposition is not conceded; and if, from a habit so debasing and degrading, some children have never experienced the inspiriting hope which comes from a word of cheerful encouragement, or the subduing power of a kindly sympathy, the Commonwealth owes it to herself and the great cause of Christian benevolence, as well as of salutary education, to win such children from the brutalizing effect of early and crushing abuse, by the kindness and encouragement which they may find in her schools, instead of borrowing from the discipline of such homes the very elements which give to such discipline its terror and its degradation. It is time that the experiment should at least be tried in respect to one of the sexes. And with such a training as the pupils in our Normal Schools are receiving, we believe that the experiment can and will be carried out by them, cheerfully and with entire success. And while they disclaim any right to speak in this respect in behalf of the Board, the Visitors commend this thought to the consideration and action of their associates who compose it.

In one thing the Visitors of the Framingham school take special satisfaction in offering this, their Report, of its condition the last year; and that is in the entire success of its management by a *female principal and female assistants.*

The experiment begun in September, 1866, has been carried on till it no longer is an experiment. It is now as well settled that such a principal and such a corps of teachers are competent to carry on and sustain such a school, as it is that such a school, under any hands, can be an efficient aid and instrumentality in the business of popular education in the State.

But if this be not an exaggeration, if the value of labor is to be judged of by the measure of its results, upon what principle of fairness and equality can we justify the scale of compensation which prevails in the State in respect to our schools?

Why should one of two persons who does an important and indispensable work of precisely the same character for the public, equally well and equally acceptably, be paid in the ratio to each other of three to five, or one to two, because, in the economy of nature, one was born a woman and the other a man? It is not for the Visitors of this school to engage in a discussion involving the questions now agitating the public mind in regard to the

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sexes. But they would be unworthy to claim a share in what are called the manly virtues, if they could see labor expended and talent employed, from term to term and from year to year, for the best interests of the Commonwealth, without protesting that these ought to be paid by some other scale of compensation than the sex of those who perform this labor and bestow this talent.

Instead of giving a more minute account of the school during the last year in their own language, they take the liberty of embodying in their Report extracts from that of Miss Johnson, the principal of the school, made to them for their information, though without any expectation of its being published. It will be found to contain a clear statement of what has been done, and, among other things, what is due to gentlemen for their distinguished services, who have made lectures before the school during the last term. It does not present, as strongly as it ought, the wants of the school in books of reference and general reading for the pupils, and of apparatus for use in illustrating the subjects taught. Isolated as it is, and remote from any great centre of libraries or lectures upon scientific and literary topics, it needs aids within itself which might be otherwise supplied. The school is faithfully doing its share in preparing teachers to take charge of the schools and children of the Commonwealth, and it has a right to expect in return, if neither emolument nor honor, at least the means indispensable to the execution of the work imposed upon it.

FRAMINGHAM, December 21, 1867.

Gentlemen of the Board of Visitors:

The year now closing has been one of prosperity to the Normal School in this place. The numbers have been good and the interest unabated. Except the unprecedented snow-storm of last winter, in which we were very kindly cared for by the inhabitants of the town, nothing has occurred to interrupt the daily sessions of the school, and there have been great regularity and promptness of attendance.

At the commencement of the spring term, Miss Poole and Miss Kelley, graduates of the last advanced class, were appointed to the vacancies occasioned by the resignations of Mrs. Rich and Miss Hasbrouck, and Miss Devis, who had been an assistant pupil the previous term, was

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added to the corps of teachers. At the opening of the fall term, Miss Chandler took the place vacated by Miss Worcester.

During the year, lectures have been delivered to the school by Hon. Joseph White, Secretary of the Board, Professor W. P. Atkinson, of Cambridge, George A. Walton, Esq., of Lawrence, and Rev. B. G. Northrop, Secretary of the Connecticut Board of Education.

For valuable contributions to the library, our thanks are due to Hon. George S. Boutwell, to Hon. Henry Wilson, to George A. Walton, Esq., of Lawrence, to our constant friend Professor Atkinson, and to the Board of Visitors.

There have been some additions to the apparatus, and a new case for chemicals has been put in the laboratory. There is still great need of additions to the library and apparatus. Although our pupils, when they become teachers, will not find expensive apparatus in their school-rooms, they will be better fitted to teach by having as many as possible of the facts of physics verified by actual experiment here. And they will be better teachers for having as wide a range of acquaintance with English literature as possible. No expenditure for good books or apparatus can be unwise.

The general health of any school is of the first importance, but additional weight is attached to this consideration in a school in which the pupils are being trained for a definite work to be performed when the training is finished. It has been frequently charged against the Normal Schools, that the constant application required to complete the course must, of necessity, break down the health of any person of ordinary vigor. Intensity of application is not, however, injurious, if not too prolonged. It becomes, then, a problem of great interest to adjust the daily mental effort required, in such proportion to the hours of recreation and sleep, that the greatest advancement consistent with good health may be attained. It is generally admitted by those who are qualified by careful experience to speak on this subject, that eight hours of close mental exertion may be safely endured by a healthy person, if these hours are duly interspersed with seasons of recreation or change.

Acting upon this knowledge, seven hours and three-quarters of daily work, the sessions of school forming a part of this time, have been required from the pupils here during the year. These hours have been so arranged, that usually the seasons of rest or change occur as often as once an hour. Special attention has been given to hours of exercise. The young ladies are required to take a half hour of open air exercise, in addition to their walks to and from the school building. It is difficult, however, to get much benefit from compulsory exercise, where the sole object is its influence upon the health. To render open air exercise

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attractive, some simple means of out-of-door amusement have been furnished, and the young ladies have thus been induced to take much more than the required amount of exercise. It is pleasant to be able to say, that the result of this particular attention to the relative amount of study and exercise, together with the better arrangement for heating the school building, has caused a decided improvement in the general health of the school, and an increase of freshness and animation on the part of the pupils, without lowering the standard of scholarship.

Feeling the need of giving the young ladies some practice in teaching children, we have had, during the present term, a class of children from a Primary School in town twice a week. The beneficial effect of this experiment, has led to the inquiry whether something more might not be done in this direction. In some informal conversations with gentlemen of the school committee of the town, they have expressed a willingness to place one of the schools of the town under the direction of the principal of the Normal School. The advantage of such a school to the pupils here in training to be teachers, can hardly be overestimated. It will furnish the most effective method of illustrating the practice of teaching in our Common Schools. Gratifying testimonials to the success of the graduates of this school in the actual work of teaching, are constantly received, and wherever a failure is reported, it has come from want of skill in discipline. A well ordered children's school, in which obedience is secured so quietly and skilfully that resort to any but gentle and kindly measures is unnecessary, will be of the greatest value to the young ladies little acquainted with the child's nature, who come here to be fitted in two short years to enter upon the difficult task of teaching and governing large classes of children. More can be done in this way to help our young teachers, than by any amount of theoretical instruction. Some part of the instruction in such a school, will be given by the pupils of the Normal School, and so the power of the young ladies to teach may be developed by daily practice under the constant criticism of experienced teachers.

Owing to the isolated situation of our school building, any successful plan of this sort would require a room for the town school in connection with our building. The only expense to the State in carrying out such a plan, would be incurred in providing a room for the training school. The addition of such a room would be useful to the school even if the arrangement for the children's school should not be be permanent,—a result not to be anticipated without regret. At the same time some rooms for recitations can be added to the building. The need of these will be readily seen when it is stated, that including the main hall there are only three rooms suitable for recitation purposes, while there are four classes to be provided for.

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Statistics of Framingham Normal School for the year 1867.

Number graduated in January,	*27
graduated in July,	17
left without graduation,	18
present term,	97
for the year,	159
admitted in February,	26
" in September,	32

Average age of Advanced Class,	21.25 yrs.
" " of Senior "	20.2 "
" " of Second "	18.06 "
" " of Third "	18.6 "
" " of Fourth "	17.7 "

Eight of the States and twelve of the counties of this State are represented.

Maine, 2; New Hampshire, 8; Massachusetts, 142; Rhode Island, 2; Connecticut, 1; New York, 1; Illinois, 1; South Carolina, 1; Sandwich Islands, 1.

Counties represented:—

Middlesex, 67; Worcester, 52; Plymouth, 4; Essex, Hampshire, Hampden, Suffolk, and Norfolk, each 3; Barnstable, Bristol, Franklin, and Dukes, each 1.

Towns represented:—

Framingham, 19; Worcester, 13; Marlborough, 6; Ashland, 5; Fitchburg, Northborough, Concord, Milford, and Stow, each 4; Southborough, Boston, Westborough, Clinton, Bedford, Lancaster, and Pepperell, each 3; West Newton, Holyoke, Abington, Holliston, Acton, Wayland, Hudson, Bolton, Needham, Hubbardston, Andover, Groton, and Dorchester, each 2; New Braintree, Petersham, Northbridge, Blackstone, Natick, Brookfield, Charlestown, Halifax, Amherst, Monson, Chilmark, Provincetown, Templeton, Attleborough, Stow, Upton, Dover, Ware, Townsend, Ashburnham, Prescott, Cambridge, Mendon, Newburyport, Millbury, Plympton, Grafton, Cambridgeport, Stoneham, Lowell, Orange, each 1.

* Seniors, 19; Advanced, 8.

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Occupations of the parents of these pupils, are as follows:—

Farmers, 58; merchants and traders, 19; clergymen, 6; mechanics, 5; carpenters, 6; shoemakers, 4; hotel-keepers, teachers, sea-captains, brokers, machinists, physicians, each 3; tailors, blacksmiths, box-makers, mill operatives, laborers, masons, cabinet-makers, postmasters, overseers, millers, each 2; shoe manufacturer, baker, road commissioner, lawyer, butcher, paper-maker, manufacturer, secretary of Board of Education, stable-keeper, pencil-maker, architect, dentist, engineer, cashier, cemetery-keeper, soldier, railroad employé, artist, cotton buyer, sugar planter, finisher, each 1; unknown, 2.

EMORY WASHBURN.
D. H. MASON.

WESTFIELD.

The Visitors are happy to report, that, during the year, this school has enjoyed a high degree of prosperity. The number of pupils is larger than can be easily accommodated; yet the school has so grown in favor with the people, that it cannot supply more than one-tenth of the demands which are made upon it for teachers. The principal in his report says: "I have never been more encouraged than at present. The graduates of the school, are gradually working a revolution in modes of teaching. Normal graduates are everywhere preferred to those who have had no professional training." He also states that "the School of Observation works admirably, and is a necessity to the school."

The accomplished principal and his able assistants, to whom the Normal School is indebted for its high reputation, have labored during the year as zealously and efficiently as heretofore. The enthusiasm of the teachers, instead of abating, seems to increase. Their attachment to the school is shown by the fact, that the offer of larger salaries for similar positions elsewhere, has repeatedly been declined. The Commonwealth should show that it appreciates such self-sacrificing devotion to its interests. She cannot afford to risk the loss of her ablest teachers, by failing to make their salaries as large as other States would gladly pay for their valuable services.

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The statistics of the school are as follows:—

Number of pupils admitted to the school the past year is—

Ladies,	70	
Gentlemen,	14	
Total,		84

Average age of those admitted—

Ladies,	18 yrs. 11 mos.
Gentlemen,	18 " 7 "
General Average,	18 " 10½ "

Number in attendance—

Ladies,	146	
Gentlemen,	18	
Total,		164

Number of Graduates,—

Ladies,	27	
Gentlemen,	3	
Total,		30

Of those in attendance—Hampden County furnished 61; Hampshire, 25; Franklin, 20; Berkshire, 13; Worcester, 11; Middlesex, 4; Essex, 1; Suffolk, 1; Vermont, 8; Connecticut, 7; New Hampshire, 5; New York, 3; Pennsylvania, 3; New Jersey, 2.

Occupation of Parents.—Farmers, 44; mechanics, 19; agents, 3; merchants, 4; clergymen, 1; manufacturers, 7; teachers, 1; deputy sheriff, 1; lawyers, 2; livery stable keeper, 1; clerk, 1.

Number of students who have received State aid—

Fall and winter term,	67	
Spring and summer term,	51	
Total,		118

The Board of Instruction remains the same as last year, viz.:—J. W. Dickinson, A. M., Principal; J. C. Greenough, A. B., J. G. Scott, A. M., Miss M. Mitchell, Miss A. V. Badger, and Mrs. Dickinson.

A course of lectures on Civil Polity by the Secretary of the Board of Education, a lecture on Bibliology, by the Chairman of

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our Board of Visitors, and four lectures on English Literature, by Prof. Wm. P. Atkinson of Cambridge, have been given to the school the past term.

Dr. Lowell Mason, has given to the Normal School and to the School of Observation, a series of lessons in music.

Prof. Tenney has made a large donation to the Cabinet. Generous contributions have also been made by Mrs. E. Davis, Mrs. Timothy Olmstead, George E. Noble, Col. David Mosely, James Meacham, F. Kirst, John Brooks, H. T. Levi, M. Dana Reed, and Mr. Symmes of Westfield; F. A. Holcomb of Granby, Ct., C. D. Crafts, D. D. S. of Tuscola, Ill., D. Herbert Smith, and Henry A. Smith, of West Springfield. We desire to express our thanks to these generous contributors for their valuable gifts.

The Cabinet has been so much increased that some new cases must be provided for it. The Visitors recommend that an appropriation of $200 be made for this purpose. They also advise that the usual appropriation of $500 be made to the School of Observation. On account of the increased size of the school, the services of another lady teacher are essential. The Visitors therefore recommend that an appropriation of $600 be made for this purpose.

S. T. SEELYE.
WM. RICE.

BRIDGEWATER.

The Visitors of the Normal School at Bridgewater report, that during the past year they have examined it at different times, and have found it doing its work well. They are satisfied that during their acquaintance with it they have not seen it in a better condition than at present, so far as opportunities of learning are concerned. The number of pupils has also increased, and as more male teachers are needed in the State, we hope that we shall be able to report hereafter a still greater number availing themselves of the advantages to be had in this institution.

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The statistics of the school which follow, have been obtained from the principal, Mr. Boyden, and are as follows :—

	Ladies.	Gentlemen.	Total.
Number admitted to the school the past year, .	35	11	46
Average age of those admitted, ...	18.5 yrs.	19.8 yrs.	18.8 yrs.
Number who had previously taught, . . .	16	3	19
" in attendance during the year, . .	73	28	101
" of graduates during the year, . . .	21	5	26
" who have received State aid, . . .	27	19	46
" admitted since commencement of school,	–	–	1,586
" of graduates since commenc't of school,	–	–	1,001

Of the 46 pupils admitted in 1867, Bridgewater sent 5; East Bridgewater, 4; West Bridgewater and Fall River, 3 each; Braintree, Carver and Medway, 2 each; Berkley, Danvers, Dartmouth, Duxbury, Easton, Fairhaven, Freetown, Marblehead, Middleborough, Nantucket, Natick, Newton, Orleans, Reading, Southbridge, Templeton, Westport, Worcester, Yarmouth, 1 each; Middletown, (R. I.,) 2; Newport and Portsmouth, (R. I.,) 1 each; North Berwick, (Me.,) and Barrington, (N. H.,) 1 each.

The occupations of their fathers have been stated as follows :— Farmers, 14; carpenters, 4; blacksmiths, mechanics, merchants, overseers, post-masters, shoe-cutters, sea-captains, 2 each; baker, boot and shoe dealer, cabinet-worker, clergyman, custom house officer, mason, machinist, miller, physician, seaman, shoe manufacturer, tailor, waiter, unknown, 1 each.

Of the 101 pupils in attendance during the year, Plymouth County sent 35; Bristol, 21; Norfolk, 7; Essex, Middlesex, Worcester, 6 each; Barnstable, 4; Nantucket, 3; Suffolk, 2; Hampden, 1; Rhode Island sent 5; New Hampshire, 3; New York, 1; Pennsylvania, 1.

Five of the States, ten of the counties and forty-seven towns of this State have been represented by the pupils present during the year.

All the graduates of the past year engaged in teaching in this State very soon after their graduation; and two-thirds of them were employed in annual schools. The demand for the graduates of this school is far greater than the supply, and is constantly increasing. The success of the teachers in their work, as reported by school committees and others, is very encouraging, affording

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gratifying evidence that the Normal School is more fully accomplishing its object in each successive year.

At the close of the winter term, in February, Miss Emeline F. Fisher resigned her position as teacher in the school. Miss Fisher had taught for one year classes in arithmetic, geometry and grammar, with great fidelity and with marked success. This vacancy was filled in April by the appointment of Mr. Edward W. Stephenson, a recent graduate of this school, and principal of the Grammar School at Easton. Mr. Stephenson possessed rare qualifications for the Normal School work. His enthusiasm and the entire devotion of his mind and heart to his work had won for him the respect, confidence and love of all his pupils and of his fellow teachers. He continued to perform his duties with great acceptance till early in November, when his career as a teacher, so happily begun and so full of promise of future usefulness and honor, was suddenly closed by his death after a short but severe illness from typhoid fever.

This position was again very acceptably filled by the appointment of Miss Alice Richards, a member of the last graduating class.

The Board of Instruction at the present time consists of Albert G. Boyden, A. M., Principal; Elisha H. Barlow, A. B., George H. Martin, Miss Eliza B. Woodward and Miss Alice Richards, assistants.

Very satisfactory instruction in vocal music has been given by Mr. H. E. Holt, of Boston, and the gymnastic exercises have been under the direction of Mr. Barlow.

Prof. Sanborn Tenney has given three valuable lectures on ocean currents, volcanoes and the classification of the animal kingdom.

Two very profitable and interesting lectures on the civil polity of the State have been given by the Secretary of the Board of Education, and a very good lecture upon corporal punishment, by Abner J. Phipps, Esq., the Agent of the Board.

Rev. James F. Clarke gave the school two very instructive lessons on reading, and Professor W. P. Atkinson two excellent lectures on English literature.

The libraries of the school have been increased by contributions from Messrs. Mason Brothers, N. Y.; Lee & Sheperd, Crosby & Ainsworth and Brewer & Tileston, of Boston; Hon. Charles Sumner; Hon. Oakes Ames; and Miss Laura Niles of Abington.

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Our reading room has been gratuitously supplied during the year, by the publishers, with "Dwight's Musical Journal," the "North Bridgewater Gazette," and the "Old Colony Memorial and Plymouth Rock."

Valuable additions have been made to the philosophical apparatus, to the collections in zoölogy, and to the cabinet of minerals. Donations have been received from Dr. B. J. Gould, of Boston; F. H. Ludington, of St. Louis; J. D. Billings, of Canton; Walter Hoxie, of Newburyport; and several members of the school.

Our cabinet cases are full, and additions to them are very much needed for the proper arrangement and use of the specimens which have recently been added to our collections.

The year just closed has been a prosperous one for the school in the number and character of the students in attendance, in the amount of work performed, and in general good health of the pupils and teachers. Nothing has occurred to disturb the harmony of its operations.

The pupils have done all that could reasonably be expected of them in their studies; a spirit of cheerful, earnest industry has prevailed among them, which gives promise that they will hereafter do good work in the Public Schools of the State. A cordial good feeling has existed among the teachers, and they have labored earnestly and faithfully to secure the main objects of the school.

Respectfully submitted.

JAMES F. CLARKE.
JOHN D. PHILBRICK.

SALEM.

The statistics of this school for the year 1867, are as follows:—

1. The whole number of pupils since the opening of the school, September 13, 1854, is 1,087.

The number in attendance during the first term of the year 1867, 149; during the second term, 145; number of different pupils in the year, 195.

2. Class admitted February 14, 1867, 36. Average age, 18.25 years. Class admitted September 5, 1867, 46. Average age, 18 years.

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3. Of the 82 pupils admitted in 1867, Salem and Lowell sent 6 each; Lynn and South Reading, 5; Amesbury, Beverly and Saugus, 3 each; Chelsea, Charlestown, Ipswich, Lawrence and Melrose, 2 each; Dennis, Dracut, Gloucester, Groveland, Manchester, Middleton, Malden, Blackstone, Lynnfield, Boston, Stoneham, Swampscott, South Danvers, Provincetown, Taunton, Tewksbury, Waltham, Wenham, Winchendon and Newburyport, 1 each. The State of Maine sent 5; New Hampshire, 9; Vermont, 2; Rhode Island, New York, Virginia, North Carolina, Ohio, 1 each.

Of the 195 pupils present during the year, Essex County furnished 93; Middlesex, 39; Suffolk, 9; Bristol, 7; Worcester, 4; Barnstable, 4; Norfolk, 3; Plymouth, 2.

4. The fathers of the pupils admitted during the year, are by occupation, as follows:—Farmers, 19; carpenters, 5; merchants, 4; clergymen, fishermen, and butchers, 3 each; lumber dealers, masons, painters, manufacturers, shoemakers, sea-captains, 2 each; blacksmith, book-agent, broker, car-repairer, clerk, cabinet-maker, carriage-maker, computer for almanacs, deputy sheriff, lawyer, doctor, discount clerk, editor, hatter, jeweller, mechanic, agent of manufacturing company, machine pattern-maker, machinist, printer, sailor, shipwright, shoe-cutter, slater, storekeeper, surveyor, superintendent of water works, superintendent of streets, steward, pump-maker, railroad contractor, tanner, wheelwright, 1 each.

5. Of the class admitted in February, 6 had taught school; of the class admitted in September, 12; total, 18.

6. Number that graduated January 31, 17; July 11, 24. A second degree was conferred upon two in January, and upon two in July.

7. Whole number of graduates of the school (24 classes,) 463.

8. In January, 19 pupils received State aid; in July, 21; making 28 different ones for the year.

9. Number of pupils present in the several classes during the first term of the year: Advanced class, 7; class A, (Senior,) 27; class B, 32; class C, 40; class D, 43.

Number present during the second term: Class A, 22; class B, 42; class C, 34; class D, 47.

10. Two teachers of the school have resigned their situations during the year. Miss I. C. Tenney left the school in February, having been induced to accept the position of head-assistant in

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the Salem High School, thereby securing a salary larger than that now paid to the head-assistant in the Normal School at Salem. At the opening of the fall term, Miss Ellen A. Chandler transferred her labors to the Normal School at Framingham.

Miss Tenney and Miss Chandler, during the period of their connection with the school, discharged their duties with fidelity and success.

The ladies appointed to fill the vacant places, are Miss M. Isabella Hanson and Miss Harriet L. Martin. The former is a graduate of the Boston Normal School and the Boston Training School, and has had successful experience in teaching Public Schools. The latter is a graduate of the Salem High School, and also of the Salem Normal School. Both of these ladies are performing their duties with great acceptance.

11. Instructive lectures have been given to the school by Hon. Joseph White, Prof. John P. Marshall, Prof. Wm. P. Atkinson, Dr. Geo. B. Loring, Mr. E. S. Morse, Rev. E. S. Atwood, Rev. James O. Scripture, Geo. B. Emerson, LL.D., Abner J. Phipps, Esq., Geo A. Walton, Esq., and Miss Mary H. Smith.

12. Additions to the library have been made by John J. Anderson, Esq., and Simon Kerl, Esq., of New York; Joseph Lyman Esq., Jamaica Plain; Prof. A. Crosby, Salem; Prof. Wm. P. Atkinson, Cambridge; George A. Walton, Lawrence; and Messrs. Lee & Shepard, Boston.

Additions to the museum and cabinet, have been made by Messrs. A. S. Peabody, Charles W. Palfray, and B. F. Lander of Salem.

The class that graduated January 31, added $21 to the fund for procuring a telescope, making the fund $157.95. The class that graduated July 11, supplied the main hall of the school building with a handsome chandelier, at a cost of $40.

By special appropriations a new piano, costing $300 has been placed in the upper hall. The appropriation of $200 to provide accommodations for the increased number of pupils, has procured eighteen new double desks. The school is now furnished with desks sufficient for one hundred and fifty-six pupils.

From these statistics it will be seen that this school has received, during the past year, its usual share of public patronage. Of the thirty-six new seats provided at the beginning of the year, only eleven are now vacant, and the prospect is that the school will soon

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be overflowing again. The standard of qualifications for admission was raised somewhat last year. A higher grade of scholarship was thus secured, and the chances of failure to complete the prescribed course lessened. The rapid increase in the number of pupils since the war closed, is sufficient evidence that the teachers by their ability and faithfulness have fully retained the confidence of the public.

We renew, this year, our request for additional means of illustrating the physical sciences. All the Normal Schools have more or less of philosophical apparatus, but much of it is in a worn-out condition, and made up of odds and ends, procured from various sources, by donation or purchase. The Salem Normal is, in some respects, a little better provided for than the other schools, but even here, no department of physics can be respectably illustrated without borrowing of the neighboring High Schools.

JOHN P. MARSHALL.
GEORGE D. WILDES.

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TREASURER'S REPORT.

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DR. MASSACHUSETTS BOARD OF EDUCATION *in account with* J. WHITE, *Treasurer.* CR.

FOR APPROPRIATIONS FOR NORMAL SCHOOLS.

1867.	To cash paid J. W. Dickinson, salary,	$2,500 00	
	for salaries of assistants,	4,650 00	
	for music,	150 00	
	for globes and cabinet expenses,	80 75	
	for fuel,	310 25	
	for contingent expenses,	350 25	
	for advertising in "Massachusetts Teacher," and diplomas,	20 17	
	for School of Observation,	500 00	
	Total Westfield School,		$8,561 42
	To cash paid D. B. Hagar's salary,	$2,500 00	
	for salaries of assistants,	4,432 29	
	for music,	250 00	
	for lectures, natural history,	20 00	
	for insurance and water rent,	120 00	
	for piano,	300 00	
	for desks and chairs,	200 00	
	for fuel,	280 00	
	for contingent expenses,	396 04	
	for advertising in "Massachusetts Teacher," and diplomas,	25 28	
	Total Salem School,		8,523 61
	To cash paid for A. G. Boyden's salary,	$2,500 00	
	for assistants' salaries,	4,104 95	
	for music,	250 00	
	for lectures and specimens in natural history,	125 00	
	for apparatus,	60 00	
	for fuel,	253 00	
	for contingent expenses,	639 44	
	for advertising in "Massachusetts Teacher," and diplomas,	24 15	
	Total Bridgewater School,		7,956 54
	To cash paid for Annie E. Johnson's salary,	$1,550 00	
	for salaries of assistants,	4,338 01	
	for music,	250 00	

1867.		
Mar. 27,	Received from State Treasurer,	$9,000 00
June 11,	" " " "	8,000 00
Sept. 27,	" " " "	8,000 00
Dec. 23,	" " " "	7,500 00
	" " " " income of Todd fund,	706 00
	Total from State Treasurer,	$33,206 00

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	To cash paid for piano,	$321 50				
	for fuel,	285 00				
	for contingent expenses,	651 76				
	for advertising in "Massachusetts Teacher," and diplomas,	22 50				
	Total Framingham School,		$7,418 77			
			$32,460 34			
	Balance,		745 66			
			$33,206 00			$33,206 00

FOR APPROPRIATION FOR STATE SCHOLARS.

1867.				1867.		
June 11,	To cash paid W. H. Cobb, Class of 1867,	$100 00		Mar. 26,	By cash of T. Bixby, State scholar,	$100 00
	D. S. Herrick, Class of 1867,	100 00		April 20,	of Geo. Brackett, State scholar,	100 00
	C. W. Park, Class of 1867,	100 00		June 11,	of State Treasurer,	1,200 00
	J. C. Terry, Class of 1867,	100 00		21,	of State Treasurer,	1,200 00
	All of Amherst College,		$400 00			
18,	To cash paid Geo. H. Tripp, Class of 1867,	$100 00				
	S. W. Hale, 2 years, Class of 1867,	200 00				
	S. H. Dudley, Class of 1867,	100 00				
	D. H. Davis, Class of 1868,	100 00				
July 11,	E. L. Sargeant, Class of 1868,	100 00				
	All of Harvard College,		600 00			
July 3,	To cash paid H. M. Knowlton, Class of 1867,	$100 00				
	B. Grow, Class of 1868,	100 00				
22,	E. A. Perry, Class of 1867,	100 00				
	All of Tufts College,		300 00			
July 3,	To cash paid O. H. Sanderson, Class of 1867,	$100 00				
	G. S. Hall, Class of 1867,	100 00				
	Ed. W. Rice, Class of 1868,	100 00				
	A. F. Eggleston, Class of 1868,	100 00				
	All of Williams College,		400 00			
			$1,700 00			
	Balance on hand,		900 00			
			$2,600 00			$2,600 00

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DR. MASSACHUSETTS BOARD OF EDUCATION *in account with* J. WHITE, *Treasurer*.—Concluded. CR.

FOR APPROPRIATIONS FOR STATE AID.

1867.			1867.		
June 21,	To cash paid Annie E. Johnson, for Framingham School,	$500 00	June 21,	By cash from State Treasurer,	$2,000 00
July 3,	D. B. Hagar, for Salem School,	500 00	Dec. 23,	" " " "	2,000 00
3,	J. W. Dickinson, for Westfield School,	500 00			
3,	A. G. Boyden, for Bridgewater School,	500 00			
1868.					
Jan. 11,	To cash paid A. G. Boyden, for Bridgewater School,	500 00			
14,	Annie E. Johnson, for Framingham School,	500 00			
15,	D. B. Hagar, for Salem School,	500 00			
15,	J. W. Dickinson, for Westfield School,	500 00			
	Total,	$4,000 00			$4,000 00

INCOME OF TODD FUND.

1867.			1868.		
	Paid for music and lectures in Framingham Normal School,	$186 00	January,	Cash from State Treasurer,	$706 00
	" " " in Bridgewater " "	200 00			
	" " " in Westfield " "	150 00			
	" " " in Salem " "	170 00			
		$706 00			$706 00

[E. E.] JOSEPH WHITE, *Treasurer*.

We have examined the foregoing accounts of the Treasurer, and find them correctly kept and satisfactorily vouched.

J. D. PHILBRICK,
D. H. MASON,
Committee on Accounts.

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THIRTY-FIRST ANNUAL REPORT

OF THE

SECRETARY

OF THE

BOARD OF EDUCATION.

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SECRETARY'S REPORT.

Gentlemen of the Board of Education:—

It is with no ordinary gratification that I am permitted, in presenting the Thirty-First Annual Report of the Secretary, to congratulate you, and our fellow-citizens, upon the constantly increasing proofs, which the history of the last school-year furnishes, of a steady and substantial progress in the department of public education throughout the Commonwealth.

Many of these proofs are found in the reports of school committees, copious extracts from which have been made; in the "abstracts of the school returns for the year 1866–7;" and, more particularly, in the summary of the statistics furnished by the returns, as compared with those of former years, and to which your attention is respectfully invited.

Summary of Statistics for 1866–7.

Number of cities and towns,		335
All the cities and towns have made the annual returns required by law.		
Number of School Districts,		1,935
Number of Public Schools,		4,838
Increase for the year,	79	
Number of persons in the State between five and fifteen years of age, May 1, 1866,		261,498
Increase for the year,	6,175	
Number of scholars of all ages in all the Public Schools in summer,		235,241
Increase for the year,	4,347	
Number of scholars of all ages in all the Public Schools in winter,		237,364
Increase for the year,	5,679	
Average attendance in all the Public Schools in summer,		189,149
Increase for the year,	6,237	
Average attendance in all the Public Schools in winter,		190,954
Increase for the year,	3,596	

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Ratio of the mean average attendance for the year to the whole number of persons between five and fifteen, expressed in decimals,		.73
Number of children under five attending Public Schools,		3,899
Decrease for the year,	884	
Number of persons over fifteen attending Public Schools,		21,976
Decrease for the year,	146	
Number of teachers in summer; males, 439; females, 5,287; total,		5,726
Increase of males, 24; females, 97; total increase, 121		
Number of teachers in winter; males, 936; females, 4,871; total,		5,807
Decrease of males, 26; increase of females, 176; total increase,	150	
Number of different persons employed as teachers in Public Schools during the year; males, 1,020; females, 6,739; total,		7,759
Decrease of males, 66; increase of females, 227; total increase,	161	
Average length of the Public Schools,		eight months and two days.
Increase for the year,		three days.
Average wages of male teachers (including High School teachers,) per month,		$66 92
Increase for the year,	$7 39	
Average wages of female teachers per month,		$26 44
Increase for the year,	$2 08	
Amount raised by taxes for the support of Public Schools, including only wages, board, fuel, care of fires and school-rooms,		$2,355,505 96
Increase for the year,	$362,328 57	
Income of surplus revenue and similar funds appropriated for Public Schools, and reckoned the same as tax,		$4,443 64
Decrease for the year,	$219 08	
Voluntary contributions to maintain or prolong Public Schools, or to purchase apparatus,		$32,370 20
Decrease for the year,	$2,762 91	
The amount of local School Funds, the income of which can be appropriated only for the support of Schools and Academies,		$1,091,339 37
Increase for the year,	$12,544 66	
Income of local School Funds appropriated for Schools and Academies,		$69,208 40
Increase for the year,	$2,861 34	
Income of the State School Fund heretofore payable in July, by Act of the legislature in 1867, is made payable hereafter January 25, in each year. The amount received by the cities and towns in aid of Public Schools for the school-year 1866–7,		$62,641 15
Amount paid for superintendence of Schools and printing of School Reports,		$76,779 67
Increase for the year,	$9,029 10	

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Aggregate returned as expended on Public Schools alone, exclusive of expense of repairing and erecting School-houses and of School Books,		$2,531,740 62
Increase for the year,	$368,375 68	
Sum raised by taxes, (including income of surplus revenue and of funds held on similar conditions=$4,443.64,) exclusive of taxes for School edifices, for the education in the Public Schools, of each child in the State between five and fifteen years of age,—per child,		$9.02.5
Increase for the year,	$1.20	
Percentage of the valuation of 1865, appropriated for Public Schools, (two mills and thirty-four hundredths,)		$0.002-34
Increase for the year,	$0.000-36	
All the towns in the State have raised the amount ($3 for each person between five and fifteen) required by law as a condition of receiving a share of the income of the State School Fund, with the exception of the eight following, viz.: West Stockbridge, Clarksburg, Richmond, New Ashford, Dudley, Cheshire, Hancock and Mt. Washington.		
Number of towns that have raised the sum of $3 or more for each person between five and fifteen,		327
Increase for the year,	9	
Number of Schools returned as High Schools,		148
Number of cities and towns maintaining High Schools according to the statutes,		110
Number of High Schools kept according to the statutes,		116
Number of incorporated Academies returned,		55
Increase for the year,	3	
Average number of scholars,		3,696
Increase for the year,	132	
Amount paid for tuition,		$143,522 79
Increase for the year,	$24,707 48	
Number of Private Schools and Academies returned,		553
Decrease for the year,	43	
Estimated average attendance,		14,417
Decrease for the year,	1,970	
Estimated amount of tuition paid,		$416,194 13
Increase for the year,	*$9,746 95	
Amount derived from taxes, tuition, and funds, and expended on Public Schools, Private Schools and Academies, exclusive of the expense of buildings and School Books, is $3,160,665.94; which is equal to the sum of over $12 for every person in the State between five and fifteen years of age.		

The statistics presented in previous reports, since the war, have shown a large annual increase in the means raised by taxation

* In the last report the amount given should have been $406,447.18, with an increase for the year of $35,381.27.

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alone, for the support of the Public Schools. The increase for the last year is still larger, and quite unexampled in the history of the Commonwealth, amounting to $362,328.57—a sum added in a single year nearly or quite equal to the entire amount raised by tax in 1837, or only thirty years before. The largest increase in any former year was for the school-year 1864–5, amounting to $246,310.31, which sum is less by $116,018.26 than the amount of increase for the school-year 1866–7. And this advance has been made when the burdens imposed upon the people by municipal, State and Federal taxes, and by high prices, have been greater than at any time since the formation of the State Constitution. All the counties, except the small county of Dukes, have increased their appropriations, and, no doubt, from influences and for reasons common to them all.

Their advance is shown by the following table:—

COUNTIES.	Sums Raised.		Increase.	Per cent.
	1865-6.	1866-7.		
Suffolk, . . .	$495,419 29	$632,000 00	$136,580 71	27
Essex, . . .	226,480 23	259,613 02	33,132 79	14
Middlesex, . . .	403,432 50	473,535 64	70,103 14	17
Worcester, . . .	188,764 27	225,730 51	36,966 24	19
Hampshire, . . .	43,881 00	52,698 45	8,817 45	20
Hampden, . . .	83,453 00	96,001 00	12,548 00	15
Franklin, . . .	32,212 61	33,889 17	1,676 56	5
Berkshire, . . .	45,921 60	59,546 00	13,624 40	30
Norfolk, . . .	231,602 29	263,414 60	31,812 31	14
Bristol, . . .	118,233 61	127,651 19	9,417 58	8
Plymouth, . . .	69,801 99	74,701 38	4,899 39	7
Barnstable, . . .	41,325 00	43,625 00	2,300 00	5
Dukes, . . .	4,650 00	4,600 00	*50 00	–
Nantucket, . . .	8,000 00	8,500 00	500 00	6
State, . . .	$1,993,177 39	$2,355,505 96	$362,328 57	18

* Decrease.

The enlarged appropriations for the support of schools have led to a decided increase in the wages of teachers; also in the length

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of the schools. The average increase in the latter respect has been three days to each of 4,838 schools, which is an aggregate of 14,514 days, or 725 months and 14 days for all the schools, and equal to an addition of over 90½ years of schooling in the Public Schools, reckoning 8 months for a year, which is the average length of the schools for the State.

The catalogue of the towns which maintain High Schools has been transferred to the abstract of returns, and taken its appropriate place with the statistics of Academies and Private Schools. It is gratifying to learn that the number is constantly increasing, and there is good ground for the belief that the time is near at hand when every town in the Commonwealth required to keep a High School will do so, or make such provisions for instruction in the branches of learning taught in them as will satisfy the requirements of the statutes, while very many towns not required by the statutes will maintain such schools. I invite especial attention to the pages containing the statistics of these schools, as furnishing one important item of the proofs to which I have alluded, of progress in our school system.

Legislation.

As in my last Report, I herewith present the several Acts of the last legislature which relate to the Public Schools, and to the duties of the Board.

[Chap. 98.]

An Act to change the Time for the Apportionment of the Income of the School Fund.

Be it enacted, &c., as follows:

The third section of the thirty-sixth chapter of the General Statutes is hereby amended, so that the income of the Massachusetts school fund, appropriated to the support of public schools, which shall have accrued on the thirty-first day of December in each year, shall be apportioned by the secretary and treasurer in the manner provided in said section, and paid over by the treasurer to the treasurers of the several cities and towns, on the twenty-fifth day of January thereafter, instead of the times named in said section; and so much of said section as is inconsistent with the provisions of this act is hereby repealed. [*Approved March* 23, 1867.

Chapter 53 of the Acts of 1866 placed the management of the School Fund in the hands of special commissioners, to wit: the Secretary of the Board of Education and the Treasurer of the

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Commonwealth; and required them "to report annually to the legislature the condition and income thereof." This requirement led to the passage of the foregoing Act. The account, as in the case of other public funds, will now be made up to the first of January, thus enabling the legislature to understand more completely than heretofore the actual condition of the fund, and the amount of income subject to appropriation. The effect will be to distribute to the towns in January, 1868, the moiety of the income for eighteen months instead of twelve.

[Chap. 2.]

AN ACT to amend chapter two hundred and eighty-three of the Acts of the year eighteen hundred and sixty-six, concerning the Care and Education of Neglected Children.

Be it enacted, &c., as follows:

SECT. 1. Section one of chapter two hundred and eighty-three of the acts of the year eighteen hundred and sixty-six, is hereby so amended, that the approval therein required to be made by the supreme judicial court or any two justices thereof, shall be made by the superior court, or, in vacation, by a justice thereof.

SECT. 2. This act shall take effect upon its passage. [*Approved January* 30, 1867.

[Chap. 156.]

AN ACT in addition to an Act concerning Truant Children and Absentees from School.

Be it enacted, &c., as follows:

SECT. 1. So much of chapter two hundred and eighty-three of the acts of the year eighteen hundred and sixty-six as provides that chapter two hundred and seven of the acts of the year eighteen hundred and sixty-two shall not apply to nor have effect within the city of Boston, is hereby repealed.

SECT. 2. This act shall take effect upon its passage. [*Approved April* 22, 1867.

The two Acts referred to in the foregoing enactments embrace two distinct classes of cases. The well known Act of 1862, whose operation in the city of Boston had been suspended by chapter 283 of the Acts of 1866, and which is revived by the above Act, relates solely to habitual truants and absentees from school from whatever cause.

The Act of 1866, on the other hand, applies to children "under sixteen years of age, who, by reason of the neglect, crime, drunk-

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onness, or other vices of their parents, and not from any fault of their own, are suffered to be growing up without salutary parental control and education, or in circumstances exposing them to lead idle and dissolute lives," and gives authority to the cities and towns "to make such by-laws and ordinances respecting such children as shall be most conducive to their welfare, and the good order of such cities and towns."

It will be observed that the Act of 1862 is peremptory, while that of 1866 is permissive. As the two Acts are distinct in their objects and provisions, and both are essential features of our public policy which insists upon the education, to a certain degree, of the whole population, it is well that the operation of each should be unrestrained by conflict with that of the other. Together they embrace a large class of the causes which keep children from the Public Schools. Let the two be executed with wisdom and firmness, and the most healthful results cannot fail to follow. Nor does the faithful administration of such laws involve, as is sometimes charged, any unwarranted intrusion upon the domain of private or parental rights. The rights of the parent grow out of his relations, and the duties which these relations involve, to his children on the one hand, and to the State on the other. And, beyond all question, one of the most important of these duties is so to train his children, in knowledge, as well as in virtue, as to fit them to be useful members of the State. He has no right to keep them in ignorance, or allow them to form habits of idleness and vice, and so to grow up to be a pest and a curse to society. And if "crime, drunkenness, or other vices" lead him to do this, then it is the manifest duty of the State to interpose and protect itself from harm. If that policy be just which authorizes the estate of the drunkard and the incorrigible spendthrift to be put in commission for the mutual protection of himself and of the community against pecuniary loss, shall that policy be deemed less just and wise which assumes as a public and sacred trust the education of his children?

Nor is such legislation a new feature in Massachusetts policy. It has existed from the beginning. The very first legislation relating to public instruction found in our colonial records, as I have elsewhere shown, is an "order" of the General Court, passed June 14, 1642, as follows:—

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"Forasmuch, as the education of children is of Singular behoofe and benefit to any Commonwealth, and whereas many Parents and Masters are too indulgent and negligent of their duty in that kind;

"It is Ordered, that the Select men of every Town, in the several Precincts and quarters where they dwell, shall have a vigilant eye over their neighbors, to see, First, that none of them shall suffer so much Barbarism in any of their families, as not to endeavor to teach, by themselves or others, their Children and Apprentices, so much learning as may enable them to read perfectly the English tongue, and knowledge of the Capital Laws, upon penalty of twenty shillings for each neglect therein," &c., &c.

That this "order" was not allowed to become a dead letter on the statute book, the records of many of our ancient towns abundantly show.

In the year 1680, the selectmen of Sudbury, in obedience to an order of the General Court "requiring returns to be made relative to the support of the ministry, the maintenance of schools, &c.," reported that "having gone over the houses throughout the town, from house to house, and inspected and made inquiry," they "do find that all children and young persons are in a forward and growing way as to *reading* and *catechising*, and as to *work* and *employment*, they find them generally diligent and in a hopeful thriving way in all respects;" and further, "that though there be no stated school, the inhabitants being scattered," (the number of families "in and about the town" was 59,) "they have two school dames each side of the river that teacheth small children to spell and read;" "and for teaching to write and cypher, there is Mr. Tho. Walker, and two or three others about town that do teach;" "and touching persons who live from under family government, or after a dissolute and disorderly manner, to ye dishonoring of God and corrupting of youth, the select men, after personal inquiry into all families and quarters, in and about this town, do return this answer, *that they find none such amongst them.*" Well does the historian* from whose pages I have taken these simple words add: "Who can estimate how far we are indebted to the noble spirit speaking in these tones of homeliness and simplicity, for the intelligence, the enterprise, the moral and religious spirit which have since characterized this Commonwealth!"

* Rev. Mr. Barry's History of Framingham, pages 30 and 31.

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In the light of such examples with their results before us, there is no room left for doubt that such a faithful and vigorous administration of the laws as shall gather into our Public Schools all the youth of the Commonwealth, would do more than a hundred remedial and penal statutes to relieve her from pauperism and protect her from crime.

[Chap. 154.]

AN ACT in relation to School Districts.

Be it enacted, &c., as follows:

The provision of section one of chapter thirty-nine of the General Statutes, authorizing towns to divide into school districts, shall not be applicable to any town which has [abolished] or shall hereafter abolish the school districts therein by virtue of the provisions of the third and fourth sections of said chapter. [*Approved April* 22, 1867.

No small diversity of opinion has existed in regard to the legal effect of a vote by a town to abolish the district system, under the provisions of the third and fourth sections of chapter 39 of the General Statutes. Some contended, and with much show of reason, that the action was final and irreversible; others, that it could only be revised after the expiration of the decade of years designated in the first section of said chapter during which the vote to abolish was taken; and others still, that the action of the town could be revised at any time subsequent. In this state of things, the vote to abolish school districts, although taken in obedience to law at an annual meeting, with a full attendance of voters and after ample discussion, was frequently the signal for renewed neighborhood debates, and often of bitter contention—leading to frequent town meetings, in which the contending parties were alternately successful. Meanwhile the rights of school district property, which, by the vote to abolish, had vested in the town, were the subject of serious doubt, if not of litigation.

It was to remove all occasion for these cases of doubt, debates and strife, and perhaps of vexatious litigation, that the above Act was passed; and not, as has been supposed by some persons, to take advantage of the hasty action of the town to secure a desired result. The law will operate not to check due deliberation, but to encourage it. The action being final, will induce a thorough canvass of the reasons for and against the measure proposed, and the vote will be far more likely to express

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the settled judgment of the voters, and the result meet with a more cordial acquiescence than under the previous conditions of doubt and uncertainty as to the legal effect of the town's action. Moreover, the question being definitely settled, the way is open to take, at once, all needful steps for the support and management of the schools by the proper officers of the town. When this is done, it will require but a brief experience to make the benefits of the new system so manifest as to convince the stoutest unbelievers.

And here I desire it to be noted that the change does not necessarily involve, as many suppose, any questions relating to the number of schools to be kept, their size or mode of organization. It simply places all these matters, as well as the location and erection of school-houses, and the hiring of teachers, under the direct control of the town, or the officers elected by and responsible solely to it. This is all, and so doing the town performs its duties relating to education—the highest duties committed to it by the Commonwealth—in precisely the same manner in which all other municipal duties are discharged. It thereby retains in its own hand the power to expend the money raised by a common and equal taxation for the common and equal benefit of every child within its borders—a result never secured under the discarded system.

But I refrain. It is not my purpose to discuss this question at large; to go over the ground which has been so often and so ably occupied, not only by my distinguished predecessors in office, but by most of the leading observers and thinkers on educational topics in the Commonwealth for the last twenty-five years.

Indeed, the question may be asked, Why do the Board of Education and their officers continue to spend time in discussions which relate only to matters of town organization, to the neglect of other and higher ones relating to the order of studies, methods of classification, of teaching and of discipline in the schools as they now exist? The simple and satisfactory answer has always been and must still be, that there can be no regular classification, no regular order of studies, and of course no uniform *system of teaching*, in the schools where the district system prevails. Hence this matter of organization is fundamental. It is the condition, the absolute and indispensable condition of all successful teaching. As in the animal kingdom, so it is here, without organization there

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can be no life; and where the organization is defective, the life is feeble.

To-day there are scores of school districts in the Commonwealth whose pupils number from two to ten—and in many towns such districts constitute a majority of the whole; their schools are short, and the teachers changed at every term. Of what practical use to present the questions relating to the best methods of teaching and the proper order of studies to the consideration of such a community?

[Chap. 155.]

AN ACT concerning the change of Text-Books in the Public Schools.

Be it enacted, &c., as follows:

SECT. 1. In any town or city in this Commonwealth, in which the school committee consists of less than twelve, a change may be made in the school books, in the public schools in such town or city, by a vote of two-thirds of the whole committee, at a meeting of said committee, notice of such intended change having been given at a previous meeting of said committee.

SECT. 2. This act shall take effect upon its passage. [*Approved April* 22, 1867.

On a comparison of this with former Acts on the same subject, it will be seen that a school committee consisting of *three*, *six* or *nine* persons, may make a change in school books by a vote of *two-thirds* of the whole committee; where the committee consists of *twelve*, *fifteen* or *eighteen* members, and the questions relating to school books are intrusted to a sub-committee, a change may be made with the consent of *two-thirds* of this committee and the concurrent vote of *three-fourths* of the whole board; and in any city where the school committee consists of *more than eighteen* persons, a change may be made by a *majority* of the whole committee.

[Chap. 123.]

AN ACT concerning Educational Statistics.

Be it enacted, &c., as follows:

SECT. 1. It shall be the duty of the trustees, officers or persons in charge of all institutions of learning, whether literary, scientific or professional, incorporated, supported or aided by this Commonwealth; of all reform schools and almshouses; of all private educational institutions; also, of all agents, guardians or treasurers to whom appropriations shall be made for the support of schools among the Indians of this Commonwealth, whether by general statute or special resolve, on or before the first day of

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June in each year, to make a report in writing to the board of education, at the office of the secretary, of such statistics of the several institutions or schools under their charge, relating to the number of pupils and instructors, courses of study, cost of tuition and the general condition of said institution or school, as said board shall prescribe.

SECT. 2. The board of education shall prepare blank forms of inquiry for such statistics, as they shall deem expedient to require, and shall cause the same to be sent to each of said institutions or schools, on or before the tenth day of May in each year. In preparing said forms, reference shall be had to the requirements of the national bureau of education recently created by the general government.

SECT. 3. This act shall take effect upon its passage. [*Approved April* 3, 1867.

It has long been deemed highly desirable that all the educational statistics of the Commonwealth should be annually gathered, condensed and printed in one public document, and thus be accessible to all; and none seems more fitting for such a purpose than the Annual Report of this Board. If the experiment prove successful, the report will give a comprehensive view of the entire annual work of our State in all the branches of the great department of education. I most earnestly invite the hearty co-operation of all persons having charge of the institutions of learning of every kind to aid in securing so desirable a result. Blank forms of inquiry will be so prepared as to cause the least possible trouble in giving the information sought, and sent to those having charge of the institutions mentioned in the Act, as it requires.

[Chap. 285.]

AN ACT in relation to the Schooling and Hours of Labor of Children employed in Manufacturing and Mechanical Establishments.

Be it enacted, &c., as follows:

SECT. 1. No child under the age of ten years shall be employed in any manufacturing or mechanical establishment within this Commonwealth, and no child between the age of ten and fifteen years shall be so employed, unless he has attended some public or private day school under teachers approved by the school committee of the place in which such school is kept, at least three months during the year next preceding such employment: *provided*, said child shall have lived within the Commonwealth during the preceding six months; nor shall such employment continue unless such child shall attend school at least three months in each and every year; and *provided*, that tuition of three hours per day in a public

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or private day school approved by the committee of the place in which such school is kept, during a term of six months, shall be deemed the equivalent of three months' attendance at a school kept in accordance with the customary hours of tuition; and no time less than sixty days of actual schooling shall be accounted as three months, and no time less than one hundred and twenty half days of actual schooling shall be deemed an equivalent of three months.

SECT. 2. No child under the age of fifteen years shall be employed in any manufacturing or mechanical establishment more than sixty hours in one week.

SECT. 3. Any owner, agent, superintendent or overseer of any manufacturing or mechanical establishment, who shall knowingly employ or permit to be employed any child in violation of the preceding sections, and any parent or guardian who allows or consents to such employment, shall, for such offence forfeit the sum of fifty dollars.

SECT. 4. It shall be the duty of the constable of the Commonwealth to specially detail one of his deputies, to see that the provisions of this act, and all other laws regulating the employment of children or minors in manufacturing or mechanical establishments, are complied with, and to prosecute offences against the same; and he shall report annually to the governor all proceedings under this act; and nothing in this section shall be so construed as to prohibit any person from prosecuting such offences.

SECT. 5. Chapter two hundred and seventy-three of the acts of the year eighteen hundred and sixty-six is hereby repealed: *provided*, this act shall not affect any proceedings now pending.

SECT. 6. This act shall take effect sixty days from its passage. [*Approved May* 29, 1867.

The foregoing Act differs from that of the previous year on the same subject in several important particulars, and is a decided improvement upon it. Instead of the attendance at school for the term of six months, the time of attendance is made to conform to the terms of the large majority of our Public Schools, and will not only secure a more profitable employment of the time devoted to study, but also give better opportunities for labor, and thus tend to the formation of habits of industry. Moreover the permission is given, wherever the proper facilities are furnished, of attending school and working upon the "half-time system," which has been adopted with very satisfactory results in many manufacturing districts in this country and in Great Britain.

An important feature of the Act is that which provides for the employment of a competent officer "to see that the provisions of

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the Act, and all other laws regulating the employment of children or minors in manufacturing or mechanical establishments are complied with, and to prosecute offences against the same."

The Commonwealth has been peculiarly fortunate in engaging the services of a gentleman having the highest qualifications for the discharge of the delicate and difficult duties of the office, General H. K. Oliver, late Treasurer and Receiver-General. The high public offices which he has filled, his familiarity with the organization and working of our large manufacturing establishments, his ripe scholarship and well known sympathy with our system of Public Schools, and above all, his long experience as an educator, comprise a combination of qualities which affords the most ample guarantee that his continued employment will be productive of the most happy results.

Whatever changes, therefore, may be made in the department of public service to which he is attached, it seems to me to be a matter of the highest moment that he be retained in this service, either as an independent officer, or under the direction of some competent and permanent branch of the government.

The confession that the employment of a special agent is needed to enforce obedience in a Christian community to such a law, breathing the tender spirit of the Great Teacher toward the helpless and exposed, is indeed a humiliating one. But to ignore or cover up the fact would be not only moral cowardice, but gross cruelty and injustice to those in whose interest the enactment was made. They are indeed a helpless class. Between the pressure of the heavy hand of capital, sometimes blind and relentless, and the behests of ignorant or vicious or necessitous parents, those children can look alone to the Commonwealth as a protector and guardian. Like the blind, and the deaf-mute, and hardly less helpless than these, they are the wards of the State, and claim, not as charity but as justice, the privileges of knowledge and of healthful training.

That the foregoing are not idle fancies, having no foundation in fact, the following statement, taken from the annual report for 1867 of a veteran and beloved "minister at large," will painfully prove:—

"The legislature of last winter passed a law that no child under the age of fifteen years shall be employed in any manufacturing establishment

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more than sixty hours in one week. And yet, within three months, children in this city, ten and eleven years of age, have been employed in one of the smaller mills, day after day, from seven in the morning until ten at night, with only the usual noon intermission, and one hour at an early supper time; *and the children have been so exhausted as hardly to be able to reach their homes and their beds!*"

The good missionary well adds: "Such violence to the constitutions of children is barbarous."

[Chap. 311.]

AN ACT concerning the Education of Deaf-Mutes.

Be it enacted, &c., as follows:

SECT. 1. The governor, with the approval of the board of education, is hereby authorized to send such deaf-mutes or deaf children between five and ten years of age, as he may deem fit subjects for instruction at the expense of the Commonwealth, to the Clarke Institution for Deaf-Mutes at Northampton, or to such schools or classes as now are or may hereafter be established for the education of deaf-mutes in this Commonwealth.

SECT. 2. The governor is hereby authorized to draw his warrant for such sums as may be necessary to provide for the instruction and support of the pupils named in the preceding section, not exceeding for each pupil, the amount which is now or may hereafter be paid by the Commonwealth, for the education and support of deaf-mutes at the American Asylum at Hartford.

SECT. 3. The education of all deaf-mutes who are now receiving or may hereafter receive instruction at the expense of the Commonwealth, shall be subject to the direction and supervision of the board of education; and said board shall set forth in their annual report the number of pupils so instructed, the cost of their instruction and support, the way in which the money appropriated by the Commonwealth has been expended, and such other information as said board may deem important to be laid before the legislature.

SECT. 4. The governor is hereby authorized to extend to ten years, the term of instruction now granted to deaf-mutes educated at the expense of the Commonwealth.

SECT. 5. The sum of three thousand dollars is hereby appropriated for the education of deaf-mutes in addition to the amount heretofore appropriated, to be paid from the treasury of the Commonwealth.

SECT. 6. All acts and parts of acts inconsistent herewith, are hereby repealed.

SECT. 7. This act shall take effect upon its passage. [*Approved June* 1, 1867.

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This Act is the initial step of a new policy with respect to the education of the deaf-mutes within our Commonwealth, and devolves new and responsible duties upon the Board of Education, and therefore deserves more than a passing notice.

The well known "American Asylum" was incorporated as "The Connecticut Asylum for the Education and Instruction of Deaf and Dumb Persons," May 16, 1816, and was opened in April, 1817, at Hartford, with seven pupils, of whom four were from Massachusetts.

Much interest was awakened in this enterprise throughout our community, and considerable sums were given in its aid in this and other States.

On the 12th of June, 1817, a Resolve was passed by the general court, requiring the "select men of the towns and the assessors of plantations to ascertain the number of deaf and dumb persons within their respective towns and plantations, and report to the secretary of the Commonwealth, at the next session, specifying the age and sex of such persons, and their situation and that of their near relatives, in point of property."

The information thus collected was communicated by the secretary to the legislature, and referred to a joint committee, who reported, "That the situation of the unhappy persons to which the attention of the legislature has now been called is worthy of the paternal regard of the government;" and after adverting to the fact that the institution, recently founded in Connecticut, had "commenced its operations under flattering prospects of success," they suggest as a "subject not unworthy of inquiry, whether one establishment of this kind would not be sufficient for the New England States, and whether some or all of those States, and the opulent individuals therein, will not be disposed to contribute to such an establishment." And to this end the committee submitted the following Resolve, which was passed Feb. 5, 1818:—

"Resolved, That the Hon. John Phillips, President of the Senate, Hon. Timothy Bigelow, Speaker of the House of Representatives, and the Hon. Richard Sullivan, be a Committee in the recess of the Legislature, to consider the situation and circumstances of the deaf and dumb, to extend their inquiries, so far as is practicable as to the views of the neighboring States in relation to this subject, to see what aid this Commonwealth can, in their opinion, consistently bestow in promoting an institution for improving the condition of these persons, and the most eligible mode of carrying the same into effect—to report at the first session of the General Court."

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On the 19th of June, 1819, the legislature passed a Resolve, appropriating four thousand dollars for the education of twenty pupils at the Asylum at Hartford, at an expense not to exceed $200 for each individual per annum for a period of four years. It also provided that if the number making application for aid should be more than twenty and less than forty, then the $4,000 should "be distributed among them in equal proportions;" and if a greater number than forty should apply, "the persons to attend shall be designated by lot;" and further, if a greater number make application than can be received at the Asylum, then "the persons to be placed there at the expense of the Commonwealth, shall be designated by lot under the direction of the governor." Provision was made for giving due notice of the Resolve, and the method of making applications for the aid granted was prescribed. The Resolves were to "continue in force six years and no more."

On the 25th of January, 1820, the legislature, in accordance with the suggestion of the directors of the Asylum, that "six years were required for the instruction of a pupil even in the common branches of education," authorized the continuance of the State pupils in the Asylum for the term of six years.

Such is a brief account of the cautious, wise and liberal legislation of the Commonwealth, by which she for the first time assumed the high duty of educating that unfortunate portion of her children who are deprived of hearing and speech, and availed herself of the advantages offered by the Institution at Hartford for this purpose.

Meanwhile the United States Congress, on the 3d of March, 1819, granted a tract of land equal to a township, which, or the money arising from the sale of it, should "remain forever to the use of the Asylum for the education and instruction of deaf and dumb persons;" and in accordance with the national character thus given to it, the style of the institution was changed in May following from that of the "*Connecticut* Asylum" to the "American Asylum." The land granted by Congress was sold and—

"Realized $314,000, of which $75,000 was invested in real estate, the balance in productive funds. The directors voted to expend all and only the income of said funds in deaf-mute education, the principal to remain a sacred trust. The fund has been so managed and remains intact; but by

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the increase of the value of the real estate, the property of the institution is now estimated at $500,000."

"This income has enabled the directors to reduce the price of tuition and board to about one-half the actual cost.

The rates from 1817 to 1821 were, per annum,	. . . .	$200 00
1822 to 1825 " "	. . . .	150 00
1826 to 1834 " "	. . . .	115 00
1835 to 1863 " "	. . . .	100 00
for 1864 were	. . . . .	125 00
from 1865 to 1866 were, per annum,	. . . .	175 00

with the cost of clothing and school-books in addition.

Average number of pupils for the first forty years,	 125
For the last ten years,	 225
Present number, 1867,	 220
Whole number since 1817,	 1,700

[See Report of the Joint Special Committee on the Education of Deaf-Mutes, May 27, 1867, page 5.]

"In January, 1825, commissioners from Maine, New Hampshire, Vermont and Massachusetts, met at the Asylum, to consider the question, whether each of these States should establish separate schools for the education of deaf-mutes, or should send pupils to Hartford. The commissioners voted unanimously to adopt the latter course. Rhode Island came into the arrangement in 1842."

The Asylum has ever since been regarded as a New England institution.

The relations established with the Asylum by the Resolves of June, 1819, have been maintained until the present time. Here the deaf-mutes, aided by the State, have had opened up to them the sources of knowledge, and been guided in the paths of a Christian culture, under the general guardianship of the governor and council, and more recently of the "board of state charities." The reports of this board, and of its secretary, contain much valuable statistical and other information relating to the Asylum and the pupils from our own Commonwealth, to which reference is respectfully made.

The management of the institution has, during the entire period of our connection with it, received the cordial approval of the authorities who have visited it, with no other exception, so far as

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I am informed, than that which has been the result of differing opinions respecting the methods of teaching practised there. On this point the report from which I have already drawn, speaks as follows:—

"Your Committee are glad to be able to speak in terms of highest commendation of the American Asylum. The managers have conducted its affairs with wise economy, and have exhibited an earnest desire, by repeated investigations at home and abroad, to introduce the best methods of teaching. This investigation it is believed they will continue, and that they are not so wedded to their present system as to be unwilling to modify it if their own or others' experiments shall encourage them to do so.

"Your Committee desire especially to commend the faithfulness and ability of Rev. Collins Stone, principal, and of his predecessor, Mr. W. W. Turner, who was for forty-two years connected with the Asylum.

"The teachers are cultivated, patient and faithful; the pupils cheerful and well cared for. The various legislative committees in past years and the board of state charities have uniformly approved of the general management of the institution, the latter differing only in opinion upon the method of teaching."

In his Annual Address to the legislature in January, 1867, His Excellency the Governor used the following language respecting the

"PROVISION FOR DEAF-MUTES.

"For successive years the deaf-mutes of the Commonwealth, through annual appropriations, have been placed for instruction and training in the Asylum at Hartford. While, in the treatment of these unfortunates, science was at fault and methods were crude, in the absence of local provisions, this course, perhaps, was justifiable; but with the added light of study and experience, which have explored the hidden ways and developed the mysterious laws by which the recesses of nature are reached, I cannot longer concur in this policy of expatriation. For I confess that I share the sympathetic yearnings of the people of Massachusetts towards these children of the State, detained by indissoluble chains in the domain of silence. This rigid grasp we may never relax; but over unseen wires, through the seemingly impassable gulf that separates them from their fellows, we may impart no small amount of abstract knowledge and moral culture. They are wards of the State. Then, as ours is the responsibility, be ours also the grateful labor. And I know not to what supervision we may more safely intrust this delicate and intricate task, than to the matured experience

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which has overcome the greater difficulty of blindness superadded to privation of speech and hearing. To no other object of philanthropy will the warm heart of Massachusetts respond more promptly. Assured as I am, on substantial grounds, that legislative action in this direction will develop rich sources of private beneficence, I have the honor to recommend that the initial steps be taken to provide for this class of dependants within our Commonwealth. Should this policy be adopted, I have every reason to believe that it would eventually result in a permanent decrease of the present annual expenditure for their support."

This portion of the Address, and various petitions relating to the same subject, were referred to a joint special committee of the senate and house of representatives.

After protracted hearings, in which the origin, history, management and condition of the Asylum at Hartford were fully examined, and the conflicting claims of rival methods of teaching were largely and very ably discussed, the committee agreed upon certain general statements with reference to the topics presented, which they give as follows:—

"EXPATRIATION.

"Your Committee do not fully sympathize with His Excellency in his views of 'expatriation.' It does not seem to them that we ought to have an extreme sensitiveness about State lines,—nor that the distance to or inconvenience in reaching Hartford much exceeds any point within the State, and if the child is to be taken away from home, a difference of twenty miles more or less is unimportant. Our joint interest in the American Asylum may overcome our local pride, and we may well 'count the cost,' if not at the sacrifice of the best interests of the pupils. At the same time we agree that, 'we must consider not how we can have the cheapest instruction, but how we can have the best.'

"The facilities and long experience of the Hartford institution ought not to be overlooked, unless greater advantages can be shown from a new public institution than have been made apparent to your Committee.

"EARLIER EDUCATION.

"Your Committee are entirely agreed, that deaf-mutes should have an opportunity for earlier education than is now afforded at the Hartford Asylum. The two younger classes there now average eleven and twelve and a quarter years. While the managers of that institution believe that home influence is best until a child is eight years of age, we are by no means certain that they would not consent to receive younger pupils, if our State did not limit the term to six years. In the meantime,—

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"'Private Munificence,' alluded to in the governor's address, represented by a large-hearted citizen of Northampton, to whom, let us be grateful in advance, proposes to establish and endow an institution for deaf-mutes at that place. Your Committee will recommend the incorporation of such a school and such legislation as will give pupils of tender years an opportunity for primary instruction in that or any other school which the governor and council deem suitable for the purpose.

"We ought to remark that it is understood that this new school is not committed in advance to either system of deaf-mute education.

"This legislation will presume upon no change of our relations to the American Asylum, either in regard to Massachusetts pupils now there or to any who may apply to be sent there hereafter, nor will it indicate any censure upon its management or opinions upon its system. At the same time it will give an opportunity for earlier education, and partially accomplish some of the other purposes of those who favor a change of policy."

"SUMMARY.

"Your Committee have said that they did not propose to make an extended argument upon methods, but briefly to submit the conclusions to which they have arrived from the evidence submitted and upon which they base their recommendations.

"They find—

"1. That both the French and German systems have been taught for centuries.

"2. That both are taught in all the principal deaf-mutes schools in this and other countries, except in Germany and in the London institution, where 'articulation' is chiefly relied upon.

"3. That the sign language and manual alphabet can be taught to all classes of deaf persons and deaf-mutes, and are the most effectual means of communicating information to a large majority of such persons.

"4. The advocates of both systems admit that 'articulation" can be taught to some deaf-mutes, but not to all—but differ as to the number. It is a question of proportions. The fact that it has been adopted by so small a portion of the schools throughout the world, seems a strong argument against its exclusive use in any school intended for all classes of deaf-mutes.

"Your Committee believe, that to the majority of those congenitally deaf, or who lost their hearing in infancy, it cannot be successfully taught; but that it can be to the majority of semi-mutes and semi-deaf persons.

"5. That the ability to articulate is so great a blessing that it ought to be retained or restored, if there be a possibility of doing so, even at the sacrifice of some other advantages. That the earlier the effort is made, the greater the hope of success.

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"6. That success depends in some measure upon faith in either theory; and that the danger is that the advocates of each will be too much wedded to their favorite method. But that no public school ought to be exclusively devoted to either.

"7. That lip reading or lip signs, (it is really but another sign language,) may be taught to nearly all pupils, and there does not seem to be any necessary connection between it and 'articulation,' nor does it appear why it may not be learned by children entirely incapable of articulation; or be taught with or by the manual system or *vice versa*.

"8. That the evils of 'aggregation in intensifying an infirmity,' do not seem great enough to recommend the abandonment of large institutions, or to counterbalance the advantages which they offer.

"9. That a small number only can be taught lip-reading by one teacher, and that when learned it can be made available only in a favorable light and at short distances."

In conclusion, the committee recommended the passage of an "Act to incorporate the Clarke Institution for Deaf-Mutes at Northampton," and also the Act given above.

The Clarke Institution for Deaf-Mutes was duly organized at Northampton in August last, and was opened for pupils in October. Miss H. B. Rogers was made the principal, and her school at Chelmsford was made a part of the new institution.

As the Act provides, five pupils were nominated by the Governor, with the approval of this Board, as State pupils in the school at Chelmsford; and six others have, in like manner, become members of the Clarke Institution. The five sent to Chelmsford were each eight years of age, and of the six sent to Northampton, two were five, two seven and two nine years of age.

The 3d section of the Act makes the education of the deaf-mutes at either institution "subject to the direction and supervision of the board of education."

The reasons which led the committee to recommend this change are thus stated:—

"Your Committee find the deaf-mute pupils of the State included among the 'dependent classes.' In this connection they desire to say, that the policy and practice of the Commonwealth is, to give every child an education, and attendance upon school is compulsory between certain ages. No exception is made as to his ability or infirmity, and the doors of a school are open in every district to every child. But the teacher, representing

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the State, finds at the door a deaf-mute child, whom he is incompetent to teach, or to whom he is unable to devote time enough to teach. His heart is full of sympathy, and he says to the child: 'God has denied to you the power to acquire our system of education, or rather, has denied to me the ability readily to adapt our system to your infirmity, or to inaugurate and carry out a system fitted to your necessities. But you have a right to an education, nevertheless.'

"The Commonwealth recognizes this right, but says: 'While it is neither economical nor convenient to teach you at home, we must not deny to you the privileges accorded to other children, and will send you to an institution adapted to your necessities;' and so the child becomes a 'ward of the Commonwealth.' He is a ward, just as much, and no more, than any other child attending a public school. True, it may be said, we 'support' the child during his term at the Asylum; but need we do so if we educate him as we do other pupils, at his own door? His parents would then provide for him as they do for their other children. For our convenience, and for economy's sake, we adopt a special course to educate him. The parent pays his portion of the school tax. We deprive him of the society of his child, loved the more because of his infirmity, but we ought not longer to call that child a charity pupil.

"With these views, as the care of the Commonwealth over her deaf-mutes seems to be for purposes of education, and not of support, your Committee will recommend that they be hereafter under the supervision of the board of education, who have charge of the educational interests of the State.

"This recommendation grows out of the views heretofore indicated, and of the frequent complaint that this class of pupils are now associated in an annual report with the paupers, criminals and charities of the Commonwealth. But we desire most emphatically to state, that we intend by this recommendation no reflection upon the board of state charities, who have hitherto had this care."

In discharge of the duties imposed by the Act, a committee of this Board, Messrs. Seelye, Philbrick and the Secretary, have visited both institutions and found them in successful operation; the one at Northampton using the method often known as "articulation" and "reading from the lips," while at the Asylum the sign method was used as heretofore.

The number of pupils aided by the State in the Asylum at Hartford, January 1, 1868, was 103, ten of whom were admitted during the year 1867. The amount of money drawn from

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the treasury for their support was $19,610.31, at the rate of $175 for each pupil per annum, which "covers every expense except for clothing, and, in case of sickness, the physician's bill; and entitles each pupil to tuition, board and supervision during the year, including board for vacation, if they desire it. Most go home in the vacation, though many who are poor, or have no homes, remain."

A complete catalogue of the Massachusetts pupils, with their places of residence, age at the time of admission, the date of admission, and the causes of deafness, will be found appended to this Report; also interesting extracts from the last annual report, relating to the origin, history, objects and work of the institution. [Appendix, A.]

The amount paid from the treasury for the support of State pupils at Miss Rogers' school at Chelmsford, during the year 1867, was $1,079.15, and there has been paid to the Clarke Institution, $787. A report made by the president will be found in the Appendix, [B.], containing in full the information required by the statute to be communicated to the legislature, and a full account of the origin, plans and purposes of the institution.

It is proper to remark that it is not the intention of the Board, nor of the Secretary, to express any opinions or to enter upon any discussions, relative to the comparative merits of the methods of instruction practised by either of the institutions above named. The connection has been too recent to allow a proper investigation of the facts bearing on the question, and of too general and slight a nature to give the Board any practical control over the matter, since both institutions are independent corporations, having their own boards of control, and one of them in another State. For any statements, reasonings or opinions on these topics, which may be found in the reports hereto appended, the Board assumes no responsibility whatever.

SCHOOL FUND.

Inasmuch as the amount and productiveness, as well as the security of this fund is a matter of great interest, I have annually given some account of it.

Its condition on the 1st instant and the changes made during the year are as follows:—

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Amount of the fund January 1, 1867, . .		$2,001,450 33
Received for unexpended balances, .	$1,007 85	
Received for unexpended moiety of income, ...	4,685 63	
Received 3 per cent. dividend in stock of Western Railroad at par, . .	172,860 00	
		178,526 48
Total amount of the fund January 1, 1868, .		$2,179,976 81

The receipts for the year on account of the principal, including the above additions, were, . .	$223,212 65
The payments on account of investments, . .	205,916 00
Balance of principal in cash on hand, . .	$17,296 65

The investments are as follows :—

In notes and bonds of cities and towns, at 6 per ct.,	$265,070 00
In notes, &c., &c., at 5½ per cent., ...	32,500 00
In notes and bonds of cities and towns, at 5 per ct.,	47,000 00
Individual notes, at 6 per cent., ...	15,000 00
State of Maine Scrip, at 5 per cent., . . .	125,000 00
Massachusetts Scrip, at 5 per cent., . . .	633,000 00
Massachusetts Scrip, at 6 per cent., . . .	103,000 00
United States 5–20 bonds, at 6 per cent., . .	30,000 00
Notes and Mortgages, Back Bay Lands, at 5 per ct.,	146,481 66
Western Railroad Stock, 7,491 shares, . .	765,628 50
	$2,179,976 81

In the last item the investment in Western Railroad stocks is charged with the premium paid on shares purchased in 1866 and 1867, amounting to $16,528.50.

The investments bearing 5 per cent. interest are, .	$951,481 66
" " 5½ " " " .	32,500 00
" " 6 " " " .	413,070 00
Shares Western Railroad Stock, par, . . .	749,100 00
The receipts from interest and dividends from June 1, 1866, to January 1, 1867, were . . .	$57,029 00
From January 1, 1867, to January 1, 1868, . .	139,259 03
	$196,288 03

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It will be seen that nearly one-half of the principal, or $951,-481.66, yields but 5 per cent. interest. $633,000 of this amount is Massachusetts Scrip, the interest of which is paid to the school fund in currency, while to all other holders the payment is made in gold. By this means the fund has already suffered a loss of nearly $90,000. I respectfully suggest that the same good faith which the Commonwealth observes towards her creditors in our own and in foreign lands, should also be kept with the fund sacredly dedicated to the encouragement of "literature and the sciences and the seminaries of them."

I submit that this is required not more by good faith than by the dictates of a sound policy. Annually sharp language is used respecting the doubtful faith of certain creditor corporations which take advantage of the laws of Congress to pay in currency that which the Commonwealth is bound, for their benefit, to pay in gold. Is it the dictate of a wise policy to practice in one case that of which she makes complaint in another?

I am aware of the show of reason attempted in defence of the practice. While the indebtedness is admitted, it is said that the payment would be but the taking from one pocket and putting into another, and so the obligation to pay is resolved into a mere matter of convenience. To this I answer that if the statement be true, it might be very well, for the sake of a good example, to reverse the process, and to pay back from the receiving to the losing pocket, at least till a balance is restored. But the assumption is fallacious. The pockets are not alike. A brief statement will make this matter plain.

The functions of government are performed; laws are enacted; justice is administered; domestic peace is preserved, and public security defended, for the common welfare, and at the common expense; that is by equal taxation upon all persons and property within its jurisdiction. But the general education of the whole people, is no less than these a matter which concerns the general welfare. The Public Schools are supported for the common benefit—for the good of the "body politic," and not of particular persons or places—and hence, on strict principle, should be maintained at the common expense—by the equal contributions of all persons and their property, who compose the State.

But with us a different system has prevailed from the beginning; the State has, for good reasons, devolved upon each city and

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town the duty of educating its own population. The burdens of taxation thus imposed exhibit great inequality in different sections of the Commonwealth. In illustration of this inequality, I will give the results of a comparison between two counties, Suffolk and Franklin, one a commercial and the other an agricultural county, in respect to school population, valuation, and the rate of taxation for the support of schools:—

In Suffolk—

The valuation in 1865, was	$387,276,700 00
No. of children between 5 and 15, in 1866, .	38,848
The amount of valuation to each child, . .	$9,969 00

In Franklin—

The valuation in 1865, ...	$13,048,120 00
No. of children between 5 and 15, . . .	6,605
Amount of valuation to each child, . . .	$1,975 33

That is, the amount of taxable property represented by a single child in Franklin, is less than 20 per cent. of the amount represented by a child in Suffolk.

The same inequality appears in a comparison of the percentage of taxation in the two counties. In Suffolk County, the amount is 1.63 mills in the dollar, (in Boston alone it is 1.56 mills,) while in Franklin it is 3.01 mills.

A comparison of other counties or towns will disclose everywhere similar inequalities.

In many of the States of the Union the practice prevails of levying a uniform tax on all taxable property in the State for the support of schools. Thus, New York lays a State tax of 1¼ mills, which, when collected, is used for general educational purposes and distributed amongst the cities and towns for the support of schools, in like manner and on conditions similar to those by which the income of our school fund is distributed.

Now, the equalization of burdens which is accomplished in New York by a State tax, is, in a slight degree, effected with us by the use of one moiety of the income of the school fund for the training of teachers and other educational purposes which are for the common benefit, and by dividing the other moiety among the towns in a manner specially favorable to the least populous.

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From this point of view it is clear that the school fund is not a "pocket" in any such sense as is implied. It is rather a sacred deposit, to be kept distinct from the State treasury, and forever devoted to the uses of education,—uses the highest and most sacred known to the State. I earnestly, yet respectfully urge, that with such a fund, devoted to such uses, there should be no disposition to tamper.

TEACHERS' INSTITUTES.

During the year seven Institutes have been held,—two in the spring, and five in the autumn,—at the following places and times:—

At Needham, . .	Apr.	22d,	5 days;	number	attending,	53
Lowell, . .	"	29th,	"	"	"	252
Marlborough, .	Oct.	21st,	"	"	"	210
South Hadley, .	"	28th,	"	"	"	255
North Easton, .	Nov.	4th,	"	"	"	110
Winchendon, .	"	11th,	"	"	"	137
South Dennis, .	"	18th,	"	"	"	89
Whole number in attendance, ...						1,106

Another, to make the full complement contemplated by the usual appropriation of the legislature, would have been held in October, but was prevented by the annual meeting of the State Teachers' Association in that month. These Institutes were held in six different counties, and the average number of towns represented by the teachers attending those held in the autumn was twenty-one. At most of these Institutes there were twenty-seven teaching exercises, and five evening lectures of a more popular character, yet intimately connected with the general subject of education. Besides the number, given above, of members in attendance, most of the sessions during the day were attended by many of the citizens, and the evening lectures were delivered to very large and interested audiences.

Regular instruction in the subjects usually presented at Institutes was given by Professor William Russell, Messrs. Niles, Walton, Holt and Bowler; occasional teaching exercises, or lectures, were given at the daily sessions by Messrs. Thompson, Sharpe, Gage, Monroe, Hagar, Dickinson, Boyden, Miss Mitchell, and the Agent, and Secretary of the Board. The evening lectures

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were given by Messrs. Gage, Monroe, Niles, Hagar, and the Agent, and Secretary.

An increasing interest has been manifested in the Institutes during the year, by members of school committees in the several towns where they have been held, many of whom were constant and attentive listeners at a greater part of the sessions. In one or two instances several members of school committees came from adjoining towns with a large number of teachers, and remained some days, having closed the schools for this purpose, and continuing to the teachers their usual wages. In a few instances, however, teachers have not been permitted to attend the Institutes held in the towns in which they were employed, without a reduction of their wages for the time being.

It is a gratifying fact that in some places where much indifference was manifested at the opening of the Institute by members of school committees, and many of the citizens, and the prospect of a successful Institute seemed very discouraging, very soon an interest began to develop itself, and to grow stronger each day, and at the closing exercises remarks have been made, and resolutions unanimously adopted, expressive of the warmest thanks of the committees, teachers and citizens generally, for the benefit they had derived from the Institute, and for the highly favorable influence they believed it would exert upon the interests of popular education in their several towns. The wish, too, is often expressed that another Institute may very soon be held in their town, and invitations for Institutes come much more frequently from towns where they have previously been held, than from others which have never experienced their benefits. Those who are interested in securing for their towns the meetings of the Institute, sometimes find it rather difficult at first to obtain for the teachers the gratuitous accommodation generally accorded to them, but when the real object of the Institute, and the character of those in attendance, become known, more places of accommodation are frequently offered than there are persons to accept them. Said a gentleman to a member of the local committee, at the close of one of the Institutes, "My family has entertained two teachers, and if another can be held here next year, send us four." "We like the spirit of these teachers," said another, whose generous hospitality had been extended to four of their number; "next time send us six, or even eight." At the close of another Institute,

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the chairman of the school committee publicly declared that the exercises of the week had been of greater advantage to the interests of education in the town, than the keeping of all their schools for a whole year would be, and that he regarded the Institute as one of the most effective agencies in the cause of education which the State has put in operation.

From another town in which one of the Institutes was held, a letter has been received from a member of the school committee, formerly a State senator, in which he says: "With the exception of the Institute held in this town in 1856, under the direction of Governor Boutwell, we have had nothing of any kind equal to the Institute held this fall, with reference to promoting an interest in the matter of education. I have taken a good deal of pains to ascertain the opinions of citizens here who attended the Institute, and, without exception, they spoke in terms of unqualified praise. I have asked farmers and mechanics, persons of no great culture, but persons of good sense, and the reply has invariably been, 'We liked it.' One, who I did not suppose would be interested in such matters, said that 'the lectures were worth a thousand dollars to the town.' The lectures of the Institute were invariably simple and plain, and worth more, as a matter of instruction, than some lectures that have cost us a high figure. I say emphatically that the Institute was a perfect success, and that not only the inhabitants of the town were very much gratified, but that the teachers, of both sexes, who came to attend, went away highly satisfied. I do not know that it would be worth while to have an Institute here next year, but I think that another in two years' time would meet with the same success."

The chairman of the school committee in one of the towns, says:—

"I write a few lines to show you not only my own opinion, but the general impression in this place, in regard to the Teachers' Institute, held here this autumn.

"1. The exercises. These were of a high order. The instructions given to the members of the Institute were on important topics, and were definite, lucid, and as full as the time would justify. No person having the natural qualifications of a teacher could fail to learn much in regard to the best methods of instruction and government.

"2. The general lectures, that is, those relating to ventilation, school laws and government, gave general satisfaction. Those relating to geography, history and the basis of national authority, were sound and healthful.

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I think the opinion was nearly universal in the large audiences present, especially in the evenings, that the lectures were more interesting and improving than any course of lyceum lectures ever had in the place.

"3. The deportment of the teachers was such as to secure the respect and good will of those who entertained them in their homes."

Much other similar testimony might be presented to justify the opinion, so often expressed in previous Reports, of the great importance of these Institutes in promoting the interests of education throughout the State.

AGENT.

The vacancy in the office of Agent, occasioned by the resignation of Rev. B. G. Northrop on the 1st of March last, was filled by the appointment of Abner J. Phipps, Esq., on the 15th of April. I regard the acceptance of the office by Mr. Phipps as peculiarly fortunate. The whole of his active life has been devoted to the pursuits of education—for many years as a successful teacher, and more recently as Superintendent of Public Schools in New Bedford and in Lowell.* As a member of this Board for several years, and fully acquainted with its plans, purposes and methods, he was amply fitted for the successful discharge of the difficult duties of his office. The success which has thus far attended his labors leaves no room to doubt as to the wisdom of the selection.

Mr. Phipps will respond to invitations addressed to him either at the State house or at Medford, where he resides.

As his labors had been continued for only a part of the year, it was not expected that Mr. Phipps would make a formal report to the Board, but at my request he has kindly furnished the following statements of his work, and of the views which his experience has suggested respecting certain well known defects in our school organization and management. These views have my hearty concurrence, and I bespeak for them a candid consideration:—

The duties of the Agent as prescribed by the Act establishing the office are, "to visit the several towns and cities for the purpose of inquiring into the condition of the schools, conferring with teachers and committees, lecturing upon subjects connected with education, and, in general, of giving and receiving information upon subjects connected with education in the same manner as the Secretary might do if he were present."

* See Abstract of School Committees' Reports, p. 91.

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Besides these general duties, there are numerous others, such as making preliminary arrangements for, and attendance at, the Teachers' Institutes, visiting and lecturing in the Normal Schools, complying with not unfrequent invitations to participate in the exercises connected with the dedication of school-houses, attending county conventions of teachers, an extensive correspondence with teachers and commitees, etc., which, under the general direction of the Secretary, are devolved upon the Agent.

Entering upon the agency at a season of the year not the most favorable for the discharge of its more public duties, and requiring time to make arrangements for future appointments, the statistical report of my labors during the period embraced in this Report may appear comparatively meager.

For the purpose of "inquiring into the condition of the schools, conferring with teachers and committees, lecturing," &c., as prescribed in the Act referred to, I have visited sixty different towns and cities, in ten different counties,—have visited three of the Normal Schools several times,—have attended six Institutes,—one County Convention of Teachers,—and the dedication of four school-houses,—traveling for these purposes nearly five thousand miles. As it appeared that my predecessor had spent much time in visiting the middle and western counties, it was deemed advisable that most of my time should be spent in such other counties as, of late, had been least visited by the Agent. Accordingly, my visits have been chiefly confined to the eastern part of the State.

In these visits, I have not limited my observations to a few of the best schools in the best school buildings of the more central districts, but as far as practicable have visited every school. To accomplish this required, of course, much time in many of the extensive townships visited. I have, therefore, in many instances, when, in consequence of other engagements I had not time at the first visit to make as thorough an examination of all the schools as I desired, repeated the visit, spending in all from one to three days in a single town, including the public day and evening meetings of teachers and citizens. For various reasons, I have not been able to carry out this thorough inspection of the schools in all the towns visited; still I believe it to be by far the best method of obtaining such a reliable knowledge of the real condition of the Public Schools of our Commonwealth, as shall form the correct basis of efforts for their improvement.

The leading objects to which my attention has been directed in such visits have been, to ascertain "the condition of the schools," including methods of instruction and of government, the classification of the scholars and the studies pursued by them, an examination of the Registers to ascertain the attendance of the scholars, and the interest in the school as indicated by the frequency with which the committee, parents and friends, visit it,—including also the school buildings, their location, size, ventilation, conveniences, furniture, etc., and whatever else is connected with "the condition of the schools."

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The information thus obtained has enabled me in "conferring with teachers and committees, and lecturing upon subjects connected with education," to adapt my efforts to meet the circumstances and wants of the several towns visited. The attention given to the general deportment of the scholars, their manner of studying and of reciting, their attendance or absence, and many other particulars suggested by the teachers, have furnished me appropriate topics for the remarks which the Agent is expected to make in each school visited, with the hope of exciting the scholars to greater diligence in study, to more prompt and constant attendance, and, in general, of leading them to a higher appreciation of the advantages which are so freely opened to them in the Public Schools of our State. My impression is, that by such visits to separate schools, and by efforts specially directed to meet their wants, although requiring more time and labor than would appear from any statistical report, much more good can be accomplished by an Agent, than by meeting teachers and scholars in large numbers, when he must talk on general subjects in a general way, and no one feels particularly addressed, and comparatively little good results. In towns of extensive area it is very frequently difficult to get together all the teachers and any considerable number of scholars, from the numerous and widely-scattered districts. My visits have always been welcomed by the teachers, and whatever suggestions I have been led to make in regard to an improved classification, methods of teaching and of discipline, etc., have been very kindly and often gratefully received, and, in several instances, as I have subsequently learned from the teachers themselves, have been at once adopted, with decided benefit to the schools.

In every instance, too, I have received a cordial welcome from the members of the school committee in the several towns visited,—they often meeting me on my arrival, and one or more of them going with me from school to school. They have consulted me on many topics connected with their duties, and efforts to make the schools more efficient, and have sought information in regard to what other towns are doing in educational matters.

In many towns the committees are composed of men who, while desirous of promoting the highest interests of the schools, have had no experience as practical teachers, and are but imperfectly informed in respect to the duties of their office. Of the relative rights and duties of superintending and prudential committees they are comparatively ignorant; with the best methods of teaching, and of school government, they are not sufficiently familiar to assist by their counsels the young and often inexperienced teachers, who, with no professional training, and with no very definite ideas of the teacher's duties, have been led to assume them; and on many other matters connected with their perplexing and responsible duties they are equally uninformed. I have known of some towns losing their share

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of the appropriation from the State school fund, because the committee did not know how to fill out the blank certificate, which the statute requires shall annually be made to the Board of Education. I have known instances of members of school committees, ignorantly supposing that they had a legal right to do so, inflicting corporal punishment upon refractory pupils, and thus rendering themselves liable to prosecution. I have heard committees frequently complain that they could get no appropriation from their towns for procuring a globe, outline maps, and other indispensable requisites for the school-room, not knowing that the statute anthorizes them to expend one-fourth part of the amount received by the town from the State appropriation for these very purposes, and that the neglect to procure them is chargeable directly upon themselves. School-houses are sometimes erected, and old ones remodelled, without a clear conception of what is needed, and without any of the important improvements in respect to ventilation, size and lighting of rooms, convenience, style, &c., &c., which are to be found in the best constructed school-houses of modern times, merely because the committees or towns have no particular information on the subject, and so retain in the new buildings many of the highly objectionable features of the old ones.

These are a few of the subjects on which many school committees desire to consult one whom they presume to be familiar with all matters of policy connected with the management of schools, and who in many ways can aid them by his presence and counsel. The abolishing of the district system in many towns, and the erection of better school-houses, and the proper grading of the schools, consequent upon it, devolve upon committees new duties, in respect to which the advice of one familiar with these matters is much desired. In several towns I have, for this purpose, been requested to repeat visits, and have found it necessary to do so, in order to make myself so familiar with their local circumstances and wants that I might be able to recommend the best plan for them to start with, and the best means of carrying it out successfully.

In my public addresses I have sought to awaken an increased interest in popular education among the people, commending them for what they have done, pointing out deficiencies when they exist, and indicating means for the improvement of their schools. Notices, when practicable, have been sent in advance of a visit, which have been given from the pulpits, and in the schools, and printed notices have been posted in different parts of the town. Generally, large and interested audiences have attended the evening lectures, and frequent requests have been made for another similar meeting.

In many of the towns, especially where the district system still exists, there is a sad waste of money, time and privileges. There are numerous districts where are found not more than half a dozen school children, for

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whom a separate school is maintained, and I know of one town in which were maintained three schools, during the summer and winter months, for only two, five and eight children, respectively, being the entire number of children of suitable school age resident in these three districts. In some cases, it is true, the distance which the children must go to attend the school in an adjoining district may be a valid objection to their doing so, but would it not be a more economical arrangement, and secure to the children longer schools and greater advantages, to hire their conveyance to and from school, if need be, and expend upon one school the money now expended upon two or more, rather than to have so many separate schools for so limited a number?

It is a cheering circumstance, and full of promise for the future, that during the year an unusual number of school-houses have been erected in many parts of the State, creditable in the highest degree to the intelligent and liberal public spirit of the towns and cities that have erected them. In respect to their architecture, location, size, ventilation, furniture and furnishings, convenient arrangements, play-grounds, and every important requisite, many of these are all that can be desired. Much, however, still remains to be done in this direction. The old school-house so humorously described in "The District School as it was," is but a representative of numerous similar buildings that I find still used for the same purpose, and which are a disgrace to the towns which tolerate them. One of our Massachusetts soldiers described a school-house which he saw in Virginia, which, after a close examination, he valued at four dollars twelve and a half cents. I have in my "Note Book" descriptions of several in our own State of but little more value; some of which, entirely destitute of a globe, maps, clock, thermometer, chairs for visitors, and everything else except the old, unpainted, mutilated desks and seats, an old box stove, a broom, and the remnants of the dictionary furnished by the State, are not, everything included, worth $25, for any purpose whatever. Such buildings are, with few exceptions, found in towns that have not yet abolished the district system. Where such indifference to comfortable and suitable accommodations for the children prevails, I find, as might be expected, a similar neglect in regard to other matters connected with education. Incompetent teachers are employed, merely because they can be obtained for less wages, parents neglect to visit the schools, the attendance of the children is very irregular, and the general results are such as under such circumstances might reasonably be expected. But upon these and numerous kindred topics, which my observations during the year suggest, I cannot now dwell, as I fear I have already exceeded the space allowed me.

Before closing I desire, in behalf of the teachers and others who have attended the Teachers' Institutes during the year, to present my grateful acknowledgments to the officers of the following railroads who have author-

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ized me to issue free return tickets to those who have paid an advance fare, viz.: The Old Colony and Newport, Cape Cod, Boston and Albany, Worcester and Nashua, Connecticut River, Boston and Lowell and branches, Fitchburg, Vermont and Massachusetts, Cheshire, and Boston, Clinton and Fitchburg Railroads.

ABNER J. PHIPPS.

BOSTON, January, 1868.

NORMAL SCHOOLS.

The reports of the visitors give very full and interesting accounts of the year's work and the present condition of these schools. Having, in my last report, devoted considerable space to a statement of the character and object of the Normal Schools, the methods of instruction pursued in them, the practical relation which they hold to the Common Schools of the State, and the estimation in which the graduates are held as teachers, by the intelligent friends of education, little need be said on these points at the present time. It gives me unfeigned pleasure, however, to be able to state, that another year's experience has added strength to the testimony then given. Indeed, in no former year of my acquaintance with them, has the evidence of their increasing usefulness been more satisfactory than in the past year. This has appeared in the high rank taken by the graduating classes, not only in scholarship, but especially in a thorough acquaintance with the principles of their chosen profession; and also in the higher place which the Normal teachers have won in the public confidence and esteem.

The Normal Schools were originally established and have ever been conducted with the view of furnishing well-trained teachers for our Common Schools; and in this respect they have been eminently successful, fully meeting the expectations of their founders and guardians. In fact, a very large majority of the graduates have taught and are now teaching in the District Schools of the country towns, or in the Grammar Schools of the larger villages and of the cities; while a smaller number have been placed in higher positions, as principals or assistants in High Schools.

But it cannot have escaped the notice of any who are conversant with the condition and wants of our Public Schools, that, within a few years, a demand has arisen for a class of teachers, both male and female, who have a thorough Normal training, added to a higher education—including the ancient and modern languages

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and literature, the higher mathematics, the different branches of natural science, the evidences of our common Christianity, etc., etc., —than our Normal Schools can give. This demand is rapidly increasing, and it appears to me that it has now become so general and so urgent, that the proper measures for supplying it ought to be devised without longer delay.

The attempt was made to meet the demand for male teachers of the High Schools by the passage, in 1853, of the Act relating to State Scholarships. By this Act the sum of $4,800 was annually paid for the aid of forty-eight young men to be selected by this Board and educated in our colleges, on the condition that, after graduation, they would teach in the Commonwealth a period equal to that during which they had received aid. After a trial of twelve or thirteen years, it clearly appeared that the law had failed to secure the end proposed and confidently expected. True, it gave a helping hand to many worthy young men, who otherwise would have failed to obtain that education which has enabled them to become useful and honored citizens in the various walks of life; but by far the larger number failed to become teachers, and this arose from no unwillingness on their part, in most cases, to fulfil their obligations to the State. The fault was not so much in the young men as in their training. Although showing ample proofs of respectable scholarship, still they had not received that professional training which only the discipline of the Normal School or of actual experience can give, and were therefore excluded from eligible positions in the schools of the higher grade.

Accordingly, in 1866, the law was repealed, it being the prevailing opinion that the object sought to be secured by its passage could be more satisfactorily reached through the agency of the Normal Schools. With this opinion I fully agree; and the question is as to the best manner of employing that agency.

Shall another Normal School of a higher grade be established, and equipped for a full course of four or five years' study, or for a supplemental course of two years, to which the graduates of the present schools may resort, or shall one of these schools be raised to a higher grade in order to do this work; or, again, shall all of the existing schools be supplied with such additional teachers and apparatus as shall enable them to furnish, in connection with the present course of study, instruction in the higher branches of learning?

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The establishment of another school is open to the objection that it will require a large outlay for land, buildings, apparatus and the support of an independent body of teachers. The selection of one of the existing schools would be a delicate, if not an invidious task, and involve serious difficulties with respect to location.

After considerable inquiry and reflection, I am satisfied that the plan last suggested, has less difficulties than the others to overcome, and that it is entirely feasible. It will be far less expensive, and more convenient for the different sections of the State. It will avoid all difficult questions of selection and of locality, and, moreover, secure to the pupils a uniform system of instruction in the principles and methods of teaching from the beginning to the completion of their course. I have but little doubt that a four years' course of study can be arranged so as to be taught in connection with the present course, with the aid of a single first-class teacher, or, at the most of two such, in each of the schools. If I am not mistaken in this opinion, the expenditure will hardly exceed the amount heretofore incurred in supporting the State scholars in college.

If the experiment prove to be successful, our Normal Schools will at once rank with the best endowed schools in the country, in respect to the facilities afforded for a higher education, as they now most certainly do in respect to discipline, philosophical methods and thoroughness in teaching. Students will be attracted to them in greater numbers, and the demand for well-trained teachers in every grade of our Public Schools be in a good measure supplied.

Without attempting an exhaustive discussion I have made these suggestions, in the hope of attracting attention to this matter and of securing for it such a consideration as its importance demands.

TOWN REPORTS.

I invite especial attention to the selections which I have made from the reports of school committees. The examination of three hundred and thirty-five of these reports is not a slight task, yet it is one of the most agreeable and instructive which I am called upon to perform. The ability and the practical wisdom which these pages embody, the facts with which they abound, occurring under the observation and in the actual experience of the authors,

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fully confirm the opinion which I have heretofore expressed, that there can be found in no other community a larger number of practical and cultivated minds engaged in the management and supervision of its Public Schools than in our own. The testimony of distinguished educators in our own and in foreign lands is alike uniform and emphatic as to the ability and practical wisdom of this body of reports.

Almost every topic within the scope of our system of public instruction is treated of with greater or less fulness and ability. The organization of the towns for school purposes, and of the schools; the qualifications, rights and duties of teachers; the range and relative importance and plan of the studies to be taught; the methods of teaching; the discipline and government of the schools, not omitting the mooted question of corporal punishment; the relation which our educational system sustains to the prosperity and stability of our civil institutions, and the connection of intelligence and sound learning with a practical and vital Christianity,—these are some of the topics which have engaged the attention of the authors of these reports; and the discussions and even the brief hints on these and kindred topics will amply repay a careful perusal.

GENTLEMEN:—In concluding this brief and imperfect Report, wherein the homely and practical matters of a business nature have claimed my attention, to the exclusion of higher and more inviting themes, I beg to express to you my sincere gratitude for your kind appreciation of my labors during another year of service in behalf of the great cause committed to your hands. It is, indeed, a high and sacred trust, worthy to command, as in the past it has commanded, the service of men endowed with the loftiest powers of mind and heart. It is to me a source of satisfaction and of relief, that *any* honest service in its behalf, however humble it may be, cannot be performed in vain.

JOSEPH WHITE.

BOSTON, January, 1868.

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APPENDIX

TO THE

REPORT OF THE SECRETARY.

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[A.] AMERICAN ASYLUM FOR THE EDUCATION OF THE DEAF AND DUMB, AT HARTFORD, CONN.

List of the Beneficiaries of Massachusetts, January 1, 1868.

NAMES.	Residence.	Age on Admission.	Admission.	Cause of Deafness.
1. Wendell P. Porter,	Somerville,	9	May 18, 1859,	Congenital.
2. John O'Harra,	Milford,	10	Sept. 19, 1860,	Ulcers in head, at 1 year.
3. Isaac N. Soper,	Lowell,	10	18, 1861,	Congenital.
4. Ira H. Derby,	South Weymouth,	11	18, 1861,	Congenital.
5. Eldora M. Howe,	Marlborough,	10	20, 1861,	Sores in head, at 8 months.
6. James A. Powers,	Salem,	11	March 10, 1862,	Dropsy in head, at 5 months.
7. George D. Johnson,	Erving,	10	Sept. 15, 1862,	Whooping cough, at 3 years.
8. Sylvia B. Atkins,	Chatham,	10	16, 1862,	Congenital.
9. Thomas Fahy,	Pittsfield,	9	16, 1862,	Congenital.
10. Lauretta J. Richardson,	Mansfield,	10	16, 1862,	Scarlet fever, at 1 year.
11. Betsey A. Munroe,	Rehoboth,	9	16, 1862,	Congenital.
12. Nathan L. Pond,	Milford,	10	16, 1862,	Lung fever, at 10 months.
13. Clarinda J. Flagg,	Natick,	11	17, 1862,	Scarlet fever, at 6 years.
14. Mary E. Murphy,	Boston,	8	17, 1862,	Scarlet fever, at 2½ years.
15. Patrick Slattery,	Boston,	9	17, 1862,	Congenital.

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16. William Coughlin,	Fitchburg,	12	Sept.	17, 1862,	Congenital.
17. Stephen Cronan,	Fitchburg,	11		17, 1862,	Brain fever, at 8 years.
18. Sarah F. Teele,	West Cambridge,	10		17, 1862,	Discharge of cannon, at 2 years.
19. Willie S. H. Peterson,	Plymouth,	8		18, 1862,	Congenital.
20. Othello D. Hayden,	Stoughton,	11		15, 1863,	Scarlet fever, at 2½ years.
21. Emma A. Vincent,	South Adams,	15		15, 1863,	Sores in head, at 5 months.
22. Elbridge A. Wellington,	Wayland,	11		16, 1863,	Croup, at 15 months.
23. Andrew P. Josselyn,	Foxborough,	9		15, 1863,	Fall and sickness, at 3 years.
24. Ella M. Peltier,	Cambridgeport,	11		16, 1863,	Inflammation in head, at 6 months.
25. Charles H. Martin,	Salem,	9		16, 1863,	Scarlet fever, at 5 years.
26. Mary Carey,	Boston,	9		16, 1863,	Congenital.
27. Orlando A. Smith,	Cambridge,	10		16, 1863,	Congenital.
28. Matthew Leary,	Boston,	12		16, 1863,	Congenital.
29. Arthur F. Gale,	Charlton,	10		16, 1863,	Typhoid fever, at 5 years.
30. John Butler,	Boston,	10		16, 1863,	Sickness, at 3 months.
31. Francis McGin,	Boston,	10		21, 1863,	Convulsions, at 2 years.
32. Alvah H. Harris,	Neponset,	10	Oct.	16, 1863,	Fever, at 2 years.
33. Mary E. Eaton,	East Salisbury,	13	Sept.	16, 1863,	Congenital.
34. Eliza O'Hearn,	Tewksbury,	12		13, 1864,	Unknown.
35. James Nelson,	Tewksbury,	12		13, 1864,	Unknown.
36. Ellen L. Tilton,	Cheshire,	12		13, 1864,	Lung fever.
37. George Macintosh,	Canton,	9		13, 1864,	Whooping cough, at 2 years.

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List of Beneficiaries of Massachusetts—Continued.

NAMES.	Residence.	Age on Admission.	Admission.	Cause of Deafness.
38. Henry O. Philbrook,	Charlestown,	15	Sept. 14, 1864,	Ulcers in head, at 10 months.
39. Samuel S. Cross,	Beverly,	10	14, 1864,	Congenital.
40. Bridget Fahy,	Pittsfield,	17	14, 1864,	Congenital.
41. Marion L. Taft,	Worcester,	8	14, 1864,	Scarlet fever, at 5 years.
42. George W. Acheson,	West Randolph,	11	14, 1864,	Congenital.
43. Charles Acheson,	West Randolph,	10	14, 1864,	Congenital.
44. Sylvester W. Wentworth,	Ipswich,	12	14, 1864,	Scarlet fever, at 9 months.
45. Mary J. Lee,	East Longmeadow,	7	14, 1864,	Water on brain, at 3 years.
46. Wilbur N. Sparrow,	Eastham,	11	15, 1864,	Scarlet fever, at 5 years.
47. Jared Mayhew,	Chilmark,	11	15, 1864,	Congenital.
48. William M. Gardner,	Hardwick,	9	23, 1864,	Cold, at 2 years.
49. Elizabeth A. McDonough,	Russell,	11	Oct. 6, 1864,	Sickness, at 1 year.
50. John Gambol,	South Boston,	8	15, 1864,	Scarlet fever, at 4 years.
51. George Smith,	Springfield,	17	Sept. 14, 1864,	Brain fever, at 8 years.
52. Adda J. Barnard,	Lowell,	10	13, 1865,	Discharge from ears, at 1½ years.
53. William S. Barrett,	Plymouth,	13	11, 1865,	Congenital.
54. Oliver Bastinella,	North Lenox,	13	18, 1865,	Scarlet fever, at 2½ years.
55. Abbie L. Chaffin,	Worcester,	8	12, 1865,	Congenital.
56. Albert W. Chapman,	Cambridgeport,	8	15, 1865,	Scarlet fever, at 6 months.

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57. John Clark,	Monson,	10	Sept.	12, 1865,	Unknown.
58. John J. Conners,	Mansfield,	9		13, 1865,	Cholera infantum, at 2 years.
59. Frank H. Drew,	Boston,	8		18, 1865,	Congenital.
60. Edward Duran,	South Boston,	10		19, 1865,	Congenital.
61. James F. Freallick,	Provincetown,	11		11, 1865,	Scarlet fever, at 1 year.
62. Anna L. Hartshorn,	Roxbury,	10		11, 1865,	Scarlet fever, at 11 months.
63. Lewis N. Hawley,	Leverett,	13		13, 1865,	Congenital.
64. Levi R. Hawley,	Leverett,	10		13, 1865,	Congenital.
65. John McCarty,	Andover,	10		12, 1865,	Canker, at 2½ years.
66. Catharine Milan,	Milford,	10		18, 1865,	Brain fever, at 1 year.
67. Mary E. Mulcahy,	Salem,	11		14, 1865,	Congenital.
68. Marietta C. Nichols,	Roxbury,	16		13, 1865,	A fall, at 2 years.
69. Mary O'Brien,	Cambridgeport,	13		13, 1865,	Sickness, at 4 months.
70. Sarah E. Platt,	North Chester,	9		13, 1865,	Cold in head, at 2 years.
71. Josiah Quincy,	Monson,	11		13, 1865,	Unknown.
72. Sarah E. Stone,	Natick,	10		13, 1865,	Scarlet fever, at 1½ years.
73. Samuel A. Tufts,	Malden,	9		13, 1865,	Congenital.
74. James Powers,	Boston,	8		25, 1865,	Cold and fits, at 4 years.
75. James McDonnell,	West Stockbridge,	12	Nov.	7, 1865,	Scarlet fever, at 4 years.
76. Mary Spillane,	East Boston,	14		13, 1865,	Brain fever, at 3 years.
77. Ellen Corcoran,	New Bedford,	12		13, 1865,	Illness, at 2 years.
78. Julia A. Driscoll,	East Boston,	12		13, 1865,	Sickness, at 3½ years.

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List of Beneficiaries of Massachusetts—Concluded.

NAMES.	Residence.	Age on Admission.	Admission.	Cause of Deafness.
79. Alda M. Adams,	Charlestown,	11	Sept. 13, 1866,	Scarlet fever, at 1 year.
80. William F. Carter,	Boston,	13	Oct. 19, 1866,	Fall, at 4 months.
81. Mary A. Linnehan,	Boston,	14	Sept. 12, 1866,	Unknown.
82. Mary O. Meacham,	Westfield,	14	11, 1866,	Congenital.
83. Morcellia A. Meacham,	Westfield,	9	11, 1866,	Congenital.
84. Catharine McDonald,	Boston,	11	12, 1866,	Sickness, at 1 year.
85. Michael O'Neil,	Springfield,	9	12, 1866,	Congenital.
86. Amelia A. Richardson,	Mansfield,	9	Oct. 30, 1866,	Congenital.
87. William Rudolph,	Boston,	10	Sept. 13, 1866,	Scarlet fever, at 2 years.
88. Willie H. Saul,	Salem,	17	13, 1866,	Congenital.
89. Ella J. Soper,	Lowell,	9	12, 1866,	Congenital.
90. Jennie M. Tisdale,	North Bridgewater,	8	12, 1866,	Canker rash, at 3 years.
91. Samuel Warden,	Andover,	11	11, 1866,	Congenital.
92. Ella J. Wentworth,	Ipswich,	10	12, 1866,	Congenital.
93. Henry White,	Roxbury,	9	12, 1866,	Typhus fever, at 6 years.
94. Elizabeth Martes,	Charlestown,	11	10, 1867,	Fever.
95. John F. Paul,	Cambridgeport,	7	11, 1867,	Congenital.
96. Wallace E. Anderson,	South Framingham,	10	11, 1867,	Congenital.
97. Ellen Duffy,	Boston,	12	11, 1867,	Unknown.

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98.	Annie Monahan,	Lowell,	10	Sept. 11, 1867,	Unknown.
99.	John O'Neil,	Palmer,	8	16, 1867,	Congenital.
100.	Orison Daniels,	North Adams,	19	12, 1867,	Inflammatory rheumatism, at 2 years.
101.	Albert C. Hargrave,	Boston,	10	16, 1867,	Brain fever, at 3 years.
102.	Mary E. Carroll,	South Boston,	10	23, 1867,	Congenital.
103.	Edward W. Frisbie,	Charlestown,	11	26, 1866,	Unknown.

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Extracts from the Fifty-First Annual Report of the American Asylum at Hartford, Conn.

The Institution completed its fiftieth year on the 15th day of April. The noble men who took an active part in its establishment, who contributed so liberally to its funds, and by their energy and counsels, set it forth so successfully on its course of usefulness, have nearly all passed away. Yet the school they founded with so much forethought, and watched over with so much care, still continues to dispense its blessings, and has never pursued its beneficent work more efficiently and successfully than it is doing at the present time. In reviewing the plans of its founders, and its subsequent history, it will appear that their benevolent intentions have been realized far beyond what their warmest hopes could have anticipated.

The condition of deaf mutes had already begun to excite attention and sympathy. As early as 1812, a Committee appointed by the General Association of Connecticut to investigate the subject, reported to that body, that there were eighty-four deaf mutes within its bounds; that in the same proportion, there must be more than four hundred persons in this unhappy condition in New England, and more than two thousand in the whole country. The public mind was thus gradually prepared to welcome some plan for their education.

On the 1st of May, 1815, a company of seven gentlemen, of whom the Rev. Dr. Strong was one, met in a private parlor in this city, to take the subject into consideration. After consultation, they decided to send abroad a competent person, to acquire the art of instruction, and to establish a school for the education of deaf mutes in this country. The sum necessary to defray the expense was soon subscribed, and the Rev. Thomas H. Gallaudet was fixed upon, as the proper person to undertake the responsible mission. A more fortunate choice could not have been made. Graduating with the second honor in one of the most noted classes of Yale, distinguished for his proficiency in English literature, particularly eminent in mathematical science, with attractive social qualities, polished address and devoted piety, he entered with characteristic ardor upon the new enterprise.

Mr. Thomas Braidwood, Sr., had opened a private school for the education of deaf mutes in Edinburgh, in the year 1760. He was an accomplished teacher, a man of great perseverance, ardent and enthusiastic

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in his new profession, and soon brought his art into the favorable notice of benevolent and scientific men. In 1783, his school was removed to Hackney, near London, where it was continued till his death, in 1806. At the time of Mr. Gallaudet's visit, there were but three institutions for the education of deaf mutes in the British Isles: the London Institution, established in 1792 by Dr. Joseph Watson, a relative of the elder Braidwood; a school at Edinburgh, opened in 1810, under the care of John Braidwood; and one at Birmingham in 1814, under the charge of Thomas Braidwood, both grandsons of Thomas Braidwood of Edinburgh. The method of instruction adopted by the elder Braidwood was by articulation, and the other schools naturally followed in the track of their leader. Even at this early day, however, in spite of the enthusiasm created by the seemingly miraculous achievement of restoring speech to the dumb, observant men began to realize the difficulties of this system of instruction, and its unsatisfactory character in the case of a large class it was designed to benefit. The same objections to it as a general method of deaf-mute education, inherent in the system, were noticed then, as now. Dugald Stewart, whose account of the deaf, dumb and blind boy, James Mitchel, excited so much interest in the philosophic world, expressed his decided conviction that the benefits which articulation professed to confer upon the deaf mute were more apparent than real, and that it served rather to "astonish the vulgar," than to render him any valuable aid in his education.* The system of Sicard, then at the acme of his fame, whose weekly exhibition of his pupils in London was at that time drawing crowds of the nobility to his levees, was creating a sensation among intellectual men, and even thus early, the tide began to set in the direction of instruction by signs.

On arriving in England, Mr. Gallaudet naturally repaired to the London Institution for the desired instruction. His application was coldly received. Dr. Watson, though willing to furnish an assistant to return to this country and inaugurate the enterprise beyond the sea, would hardly consent to communicate his mysterious art to a stranger for this purpose. After much delay and prolonged negotiation, the best terms that could be obtained were, that after a trial of one month, "upon liking," the applicant might enter the Institution as an assistant, to remain on the usual terms, three years, unless Dr. Watson saw fit to release him before that time, as duly qualified. As "the usual terms," in addition to other duties equally agreeable, required thirteen hours confinement daily with the pupils, with the drudgery of supervision in and out of school, the terms were of course declined. The application at Edinburgh was equally unpropitious. Mr. Kinniburgh, the head of the Edinburgh school, received Mr. Gallaudet

* Trans. Roy. Soc. Edin. Vol. VII., p. 39.

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with great cordiality, but could render him no assistance, having placed himself under bonds of a thousand pounds not to communicate his art to any person for seven years, and of these, three still remained.

The embarrassments thus thrown around the object of his mission at these points, were most Providential and fortunate. In consequence of these difficulties, Mr. Gallaudet was induced to accept the cordial invitation of Sicard, and accompany him to Paris to obtain the desired qualifications. We say this result was Providential and fortunate, for it proved that although instruction by articulation was the only mode of educating deaf mutes practiced in England at that time, yet this method was found, after faithful trial in the English schools, to be so unsatisfactory, that in the course of a few years they began, with one exception, to abandon it, substituting in its place instruction by signs. Of the twenty-three schools now existing in the British Isles, twenty-two use signs, and one articulation, as the medium of instruction. That the system, if it had been introduced here, would have proved any more satisfactory than it has there, we have no reason to believe. Indeed, the imperative demand of our people for something that is practically useful, would probably have led to its still earlier rejection. We were, however, saved the labor and loss of time which would have attended the trial of the system in this country, and enjoyed the immediate benefits of one which has proved by far the most successful method of educating deaf mutes that the world has yet seen.

Mr. Gallaudet returned to this country August 9th, 1816, bringing with him Mr. Laurent Clerc, a gentleman deaf and dumb from birth, one of the most distinguished pupils of Sicard, who had been for ten years employed as a teacher in the Royal Institution at Paris. Mr. Clerc had been educated entirely by signs, and was an excellent example of the value of this method. The first eight months after their arrival were occupied in passing through various portions of the country, exciting an interest in their work and raising funds. The striking illustration which Mr. Gallaudet took with him, of the extent to which the misfortune of deafness can be alleviated by education, excited unbounded astonishment. The assistant proved to be so intelligent, and to possess so perfect an acquaintance with both the French and English languages, that some persons were even disposed to be incredulous respecting the reality of the infirmity in his case, and to suspect deception. An amusing instance of this incredulity occurred during the visit to Quebec. Mr. Clerc was sitting in a book-store, occupied in reading. The proprietor, feeling some suspicion respecting the deafness of a man who could use the French language so readily and correctly, determined to satisfy himself by actual experiment, and going up quietly behind him, clapped his hands violently near his head. Though profoundly deaf, and perceiving no sound, Mr.

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Clerc felt the rush of air, and immediately turned his head for the cause. This movement fully convinced the Frenchman of his ability to hear, and his politeness scarcely prevented his expressing, in decided terms, his sense of imposition.

The enterprise took a deep hold of the benevolent mind, and contributions flowed in liberally, especially from the New England States. The Governor of Connecticut, Mr. Wolcott, commended the work to public sympathy by a special proclamation, and encouraged collections in the churches. About $12,000 were obtained previous to the opening of the school. This event took place, as has already been intimated, on the 15th of April, 1817, in the building now occupied as the City Hotel. The number of pupils at the opening of the school was seven, which was increased before the close of the year to forty-one, rendering necessary the employment of three additional teachers. Of these forty-one pupils, fifteen were from Connecticut, eight from Massachusetts, four from New Hampshire, one from Rhode Island, two from Vermont, two from New York, three from Pennsylvania, two from Virginia, three from Maryland, and one from Ohio. The impression was at first quite general, that one institution would suffice for the wants of the whole country, up to this time the census having made no enumeration of the number of deaf mutes. The mistake, however, was soon apparent, and in 1818, the New York Institution was commenced. The Pennsylvania school followed in 1820, and that of Kentucky in 1823.

A grant of land from the National Congress in 1819, secured the permanent usefulness of the Institution. This was obtained in response to a petition from the Board of Directors, presented and ably advocated by the Hon. Nathaniel Terry, and the Hon. Thomas S. Williams, from this city, who at that time represented Connecticut at the seat of government. The efforts of these gentlemen were warmly seconded by other prominent members from New England, and by the Hon. Henry Clay, the Speaker of the House. The grant gave permission to take a section of any unoccupied land in the territory of the United States, and selection was made of a tract of about 23,000 acres, lying in the State of Alabama. Although some years must elapse before the land could be sold, yet the Directors felt authorized by the possession of these means, to provide suitable and permanent accommodations for the growing school. A beautiful site comprising about seven acres, situated on a hill half a mile west of the city, was obtained. It was covered with fruit trees and valuable buildings, and was occupied at the time as a gentleman's country seat. The price paid was $8,600. The foundations of a spacious edifice were laid, and the building pushed forward rapidly to its completion. In the course of the next ten years most of the land in Alabama was sold, and its proceeds made available. The labor and perplexity involved in this

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transaction were immense. It was most skilfully and judiciously effected by the late William Ely, Esq., of this city, to whose efficient management of this complicated and extended interest the Corporation are under lasting obligations.

The fund thus placed in the hands of the Directors, was unaccompanied with any restriction or condition whatever. It was given them to use according to their best judgment in promoting the education of the deaf and dumb. Without the least departure from this general object, they might have used it to build up a local Institution, retaining the local name. But the Board did not so purpose. They determined to extend the benefits of their fund as widely as possible, and with it to accomplish all the good in their power. The change from "The Connecticut" to "The American Asylum," which, as indicating this purpose, they secured in their corporate name, has before been alluded to in these Reports. In making the application, three reasons are given for desiring this change: first, that the original object of the Institution was to relieve this infirmity wherever found; second, the liberal contributions to its funds from individuals; third, the generous grant of the government—all rendering it proper, in their judgment, that the doors of the school should be thrown open to the unfortunate from all parts of the country. These liberal and catholic principles have governed the Board during the fifty years of its corporate existence. All who have entered the school have shared equally its advantages, no distinction being made between public and private pupils, or between those residing near and those coming from a distance.

As schools for deaf mutes began to be established in other parts of the country, deriving, in most instances, their heads, and in all, their systems of instruction from the Parent School, it became evident that the peculiar field of usefulness for the Asylum should be the New England States. Although pupils had already been sent to the school from these States, and in some of them legislative provision had been made for their support, yet no general arrangement had been effected by which all the deaf mutes of New England could have the advantages afforded by the liberal policy which had been adopted by the Directors. On the 25th of January, 1825, Commissioners appointed by the legislatures of the four Northern States of New England, met at the Asylum to take this subject into consideration. The object of this meeting was "to inquire into the state of the Asylum as respects its funds, the instruction, treatment and employment of the pupils, and to ascertain the terms and conditions upon which the deaf and dumb who might be sent from these States could be received." As the arrangement which was at that time consummated was of some importance in the subsequent history of the Asylum, one or two extracts from the records of the Institution explaining its nature, and the

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views of the Directors in its ratification, may not be without interest. We quote from the Ninth Report:—

"At the conference which took place between the Commissioners and the Directors, a free exposition was made of the condition of the Asylum, its management, its funds, its resources, its expenditures and its prospects. The deliberations and proceedings were marked with the most entire reciprocal confidence, and the effects that are likely to follow, we cannot but consider as highly auspicious to the general interests of the deaf and dumb. We think we are perfectly safe in saying, that after a very full and minute investigation, the Commissioners were satisfied that the terms proposed by the Asylum, were such as would enable it *to do the most good in the most effectual way, to the Deaf and Dumb of our common country.*

"On this principle the Directors have ever acted, and will still continue to act, deeming it their sacred duty, as they are chiefly indebted for their funds to the munificence of the General Government, so to manage their resources and conduct the Institution under their care, that its benefits may be communicated in the most equal and impartial manner to every State in the Union that may wish to participate in them."

In the proposition made by the Board to the Commissioners, these principles were made prominent. It was in the following terms:—

"*Whereas*, The States of Massachusetts, New Hampshire, Vermont and Maine have sent Commissioners to examine into the state and condition of this Institution, as it respects its funds, and the instruction, treatment and employment of the pupils, and to ascertain the terms and conditions upon which the deaf and dumb who may be sent to the Asylum from these States will be received; now, therefore, it is hereby

"*Resolved*, That we will receive the deaf and dumb who may be sent to the Asylum by the States aforesaid, respectively, or such of them as shall agree to our proposals, for the sum of one hundred and fifteen dollars per annum for each pupil, and for that sum to furnish such pupil with instruction, board, washing and lodging, and stationery for the school-rooms, and to teach them mechanical trades, as is hereinafter specified; and that the sum aforesaid shall be varied from year to year, as the state of the funds shall warrant, such sum to be fixed by the Directors at the commencement of each year, and to continue for one year, the year to commence on the last Wednesday of May, the money to be paid in advance, semi-annually. And further

"*Resolved*, That the Board of Directors will act in future, as they have done heretofore, upon the principle of making the charity with which they are intrusted as extensively useful as possible; and for that purpose, to

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expend all that they have a right by law to expend, (the product of their fund,) and to distribute it with an impartial hand, extending its benefits equally, not only to the States aforesaid, but to all other States in the Union who may send their deaf and dumb to the Asylum upon the terms and conditions contained in this resolution; also to indigent individuals; so that as our fund increases, (as we may reasonably expect will be the case,) the sum to be received as aforesaid, for instruction, &c., will be lessened from time to time, always calculating to expend, during the year, the income of the year, after reserving such sum as the Directors shall deem meet for contingent and unforeseen expenses."

As the result of this conference, the Commissioners voted unanimously to recommend to their respective legislatures to accept the proposals of the Board, and to send their deaf mutes to the Asylum for education. The recommendation was promptly adopted by each of these States, and the requisite appropriations made for carrying it into effect. Rhode Island came into the arrangement in 1842. A more honorable, benevolent, generous, judicious disposition of funds committed in trust to a Corporate Body, to use freely and at its own discretion, cannot be found in the record of human affairs. It was as pure an outworking of Christian charity, and as free from selfish and personal ends, as any human transaction can well be. The sole object of the Board in the arrangement, was "to do the most good, in the most effectual way, to the deaf and dumb of our common country."

The arrangement thus consummated with the States of New England for the education of their deaf mutes, has been continued with mutual satisfaction to the present time. Pupils have annually entered the Institution from all these States, and at the close of their terms have returned to their friends, greatly relieved of their misfortune. On the part of the Directors, the contract which was thus entered into, has been most faithfully and liberally carried out. The fund has been skilfully and gratuitously managed, and not a dollar has been lost. The buildings and grounds have been enlarged as the wants of the school have required. A large corps of educated and able men have been employed as instructors, and the success of their efforts in the education given to the deaf and dumb has been surpassed by no Institution in this country or the world. Experienced Matrons and Stewards have had charge of the internal affairs of the household, special care being taken to throw around the children in their life at the Institution, the kind supervision and pleasant associations of home. Shops have been erected, tools provided, and competent men employed to teach suitable trades, by which they might obtain a support in after life. The graduates of the Institution, now numbering about fifteen hundred, scattered over all parts of New England and the country,

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are the best possible testimony to its high success, and to the thorough and practical character of the education which it has imparted.

The changes made, and the progress realized in the methods of instruction, have been most marked and important. In the earlier periods of instruction, much use was made of the system of methodical signs, so carefully elaborated by De l'Epée and Sicard, by which not only the different parts of speech, and their appropriate places in a sentence were designated, but each word, whatever its quality, modification or form, had expression in a definite and fixed sign. By this method, the exact words of any sentence could be given to a pupil in their proper order. These signs were greatly simplified and improved by Mr. Gallaudet and his early associates, who entered with enthusiasm upon their new labor, and were highly qualified for its prosecution. The system, however, was complicated and cumbersome. Words nearly synonymous, having only a shade of difference in meaning, must yet have each a distinct sign. To become familiar with these signs was found to involve great labor, and even after they were acquired, it was seen that informing a pupil the position of a word in a sentence, without giving a reason why it should be there, rather than in another place, was of little utility. Later instructors have improved upon these methods, by abandoning the use of methodical signs altogether, and they now remain, as far as American schools are concerned, an interesting monument to the ingenuity and perseverance of their authors. The old methods also introduced, at the commencement of the course, long vocabularies of names. The earliest books published contain interminable lists of words of every class and description, which the pupil was required to master, before proceeding to connected language. It is the habit of modern teachers, as soon as the pupil has the requisite materials to construct a sentence, to put him at once into the simplest forms of connected language, so that passing on from these to those more complicated, he proceeds intelligently till he overcomes every obstacle, and obtains a complete knowledge of this most difficult subject. The end of instruction, to restore the pupil to communication with society by making him acquainted with written language, is the same now as when the school was first opened. The main instrument for accomplishing this work, the natural language of the deaf mute himself, is used by our teachers now, as it was in the earlier stages of instruction; but the processes by which this end is attained are entirely different, so different that little similarity could be detected. We are free to say, that in no branch of education has so much advancement been made in methods and processes of teaching, within the last fifty years, as in the education of the deaf and dumb.

But the crowning honor of the Asylum and of its distinguished founder is, that here, first, was introduced by him, the exercises of religious worship, in the beautiful and expressive language of signs. Says Dr. Peet,

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in his appreciative tribute to the memory of Mr. Gallaudet, "first of all teachers of the deaf and dumb, he established for his pupils the regular worship of God, including prayer, praise, instruction and exhortation, in the only language which can be made intelligible to the mass of an assembly of deaf mutes; the only language, also, which, even with well educated deaf mutes, goes directly to the understanding, the conscience, and the heart." The daily and weekly exercises of religious worship, here first commenced in the language of signs, as it has ever been maintained in American Institutions, is a source of unspeakable interest and profit to these "children of silence." Oral worship, they may have witnessed before coming to the Institution, but it was to them a ceremony, mysterious and unmeaning. By means of signs, the simplest principles of Divine truth can be made intelligible to them on first coming to school; the narratives and instructions of the Divine word can be clearly unfolded, and they can be taught to worship God, in the only language which is acceptable to Him—the language of the heart. As a means both of moral and intellectual improvement, the service is of incalculable value—a source of unfailing satisfaction to the deaf and dumb, and no possible equivalent could be substituted for its loss.

The use which we make of the signs of the deaf and dumb, the classes whose speech it is desirable to retain and improve, the general methods and processes of instruction, and, in fine, the principles upon which we base our entire course of education, are those which have commended themselves to our matured experience, and which able and observant men in this profession have decided, upon the trial of a hundred years, to be the best. The excellence of the education obtained by the mass of pupils in our American Institutions, the degree of intelligence and culture acquired, their ability to read books intelligently and with interest, their free and natural use of language, and the practical character of the training to which they are subjected, as fitting them for the responsibilities of life, are the highest possible testimony to the philosophical correctness and value of the processes by which such results are realized. We find nothing in the schools of other countries, or in other methods of instruction, that in these tangible and unquestionable tests of excellence, surpass or equal our own. These results all intelligent persons can appreciate; of their reality and worth they are competent to judge, and to them American instructors confidently appeal as proof that the methods they employ are, and must be, based upon reason and common sense.

We hear it said, however, in some quarters, that these principles are now being called in question; that the rival systems of instruction are being discussed again; that old methods are found to be imperfect, and are being set aside for others which are new and far preferable. Now it should be distinctly understood, that there has arisen no new discussion of

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these methods whatever, *among practical teachers of the deaf and dumb.* Among the hundred and thirty gentlemen in this country who are engaged in this work, many of them men of high culture, and several of over forty years' experience, there is absolutely no difference of opinion respecting the comparative value of the two systems, nor in respect to the general principles upon which deaf mute education should be conducted. The entire agreement, on so important a subject as the best method of teaching deaf mutes, of so large a body of men, comprising certainly a fair amount of intellectual ability, men who have spent their lives in the investigation and testing of this very subject, cannot fail to have weight in the judgment of intelligent men. These gentlemen, without exception, fully endorse the conclusion reached by Prof. Day, after his second examination of foreign Institutions, with regard to the system pursued in American schools: "The principle on which it rests is right; the processes on which it depends are in accordance with sound philosophy, and the results, those which have given our Institutions a name and rank second to none."

It has sometimes been suggested that the education of deaf mutes should be commenced at an earlier age than we desire to receive them into our Institution. In most American schools the time for admission is between the ages of 12 and 20. One reason, in our case, in formerly fixing upon this limit, was the fact that the States of New England have been accustomed to provide for the support of their children only for the term of six years. Being confined to this very short time, we desire to take that period during which we can most benefit the pupil, and to secure this end, we need a maturity of mind and of physical health rarely attained before the age of ten or twelve. In deference to the pressing applications of friends, though somewhat in opposition to our own judgment, the Board, a few years since, consented to receive pupils as early as eight, and we continue to do so. Our experience, however, has not been favorable to this early commencement. We cannot approve of the policy of taking children in their early and tender years, and before they have passed through the diseases of childhood, from pleasant homes, and from the loving circle of relatives and friends, and sending them away to Institutions for instruction. If a deaf mute has a good home, it is a calamity second only to his deafness, to tear him away in his tender years from its endearing associations, and send him away among strangers to the drudgery of the school-room. No one more than the deaf mute, needs upon his character the softening, molding influences of home scenes and associations, the endearments of loving friends, the plays of childhood, and the gentle yet firm discipline of family order and quietness. More than this, his constitution, already seriously weakened by the very nature of his infirmity, demands the free range of out-door life and amusements,

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with sports in the open air, to secure a vigorous and healthy development. The loss to the deaf mute, both mentally and physically, of such experiences in his early years, no subsequent care or attention can restore to him. Nor is his intellectual development endangered by this freedom of early life. It is mainly domestic, social and moral culture, and not intellectual, which the hearing child obtains during these years of immaturity. No judicious parent thinks of placing a child upon a course of study, of intellectual training, earlier than ten or twelve. Amusement and play is the order of the hour up to this time. If with these, some items of elementary knowledge are gathered, it is well enough, but thus early there should be little experience either to the hearing or to the deaf child, of the tedium and confinement of the school-room. If the deaf mute child has no home, or only a wretched one, and the State is willing to care for him for an indefinite period, as perhaps it ought, he might be placed in an Asylum where he could be nursed and watched over almost from his infancy, but such establishments would hardly be called, in any high sense, educational institutions practically. We do not usually find parents willing to be separated from children whom misfortune has rendered peculiarly dear, even as early as eight years of age. The trial is far less after they have reached the maturity of ten or twelve. These general views have induced us, in common with other American schools, to regard that as, upon the whole, the best age for commencing deaf mute education.

A careful examination of the annual reports of the Institution for the fifty years that are past, will clearly show the general principles upon which it has ever been, and still is, conducted. These reports have been written by different gentlemen, under the varying phases which their work presented as years have passed on. While the writers may have entertained peculiar views on minor points, as modified by individual observation and experience, and while, in the details of instruction, new methods, new text-books, and every expedient which a thoughtful ingenuity could suggest that promised to advance the great end sought—the mental and moral development and improvement of the deaf and dumb—have been freely adopted, yet the fundamental principles which have directed all these efforts have remained unchanged. These principles have been so often misapprehended or misstated, that it may be proper, briefly and distinctly, to indicate them.

1. Semi-mutes, comprising two classes—those who still retain some ability to distinguish articulate sounds,* and those who lost their hearing

* A deaf son of Mr. Jonathan Whipple, of Ledyard, Conn., who has attracted some attention from his ability to speak, is one of this class. The Rev. W. W. Turner, former Principal of the Asylum, who has been familiar with the case for many years, has kindly given his views respecting it. (See Appendix VI.)

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after they had learned to speak—may be taught to communicate with others by speech. We have always maintained that children who lost their hearing at the age of five or six may retain their speech, with care and practice on the part of their friends. This should always be done, unless sufficient reasons make it undesirable.

2. There are cases of children congenitally deaf, who, from peculiar flexibility of the vocal organs, or special aptness, may be taught to articulate with considerable success. Such cases are rare, and seldom repay the great labor indispensable to secure any valuable result. Where the friends have wealth and leisure, such instruction may be added, rather, however, as an accomplishment, than as the most effective and satisfactory method for mental development and education.

3. The great mass of deaf mutes, comprising more than nine-tenths of the whole number, can be satisfactorily taught only by the use, in the first instance, of their own natural language of signs; while, by its use, their minds can be enlightened, they can be taught written language, and restored to intercourse with their friends and society. It is an invariable practice, as soon as a pupil becomes acquainted with the forms of language, to require him to use it. While signs need be no detriment in learning language, but an important aid thereto, for stimulating the mind, and for the rapid communication of ideas, they are of immense advantage, and, for social religious worship, indispensable. Graceful, expressive and beautiful, and aptly styled the "poetry of motion," capable of representing all shades of emotion and thought, recognized and used in their suggestive forms by the most savage and by the most cultivated men, their value to the deaf mute cannot be estimated, nor their use prevented, either by brilliant theories or the most stringent interdiction.

4. The gathering of deaf mute children into schools of suitable size, under proper supervision, while desirable in point of economy, is of great benefit to them in conducting their education. It stimulates their minds, improves their manners, cultivates their social feelings, gives them habits of order, obedience, and deference to the comfort of others, and serves to prepare them for the duties of active life. No private care or culture can supply the advantages which deaf mutes gain by such association and discipline.

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Classification of Pupils in respect to Residence.

Maine,	248	Georgia,	27
New Hampshire,	170	Alabama,	4
Vermont,	195	Louisiana,	1
Massachusetts,	597	Texas,	1
Rhode Island,	52	Indiana,	1
Connecticut,	275	Illinois,	2
New York,	32	Michigan,	1
New Jersey,	7	Wisconsin,	1
Pennsylvania,	12	Ohio,	6
Maryland,	4	British Provinces,	25
District of Columbia,	2	West Indies,	1
Virginia,	11	California,	1
North Carolina,	4	West Virginia,	1
South Carolina,	19		
			1,700

Classification in respect to means of Support.

Maine,	239	Georgia,	19
New Hampshire,	162	U. S. Government,	1
Vermont,	187	New York,	1
Massachusetts,	557	New Jersey,	4
Rhode Island,	43	Illinois,	1
Connecticut,	235	British Provinces,	6
South Carolina,	17	Friends,	228
			1,700

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[B.]

CLARKE INSTITUTION FOR DEAF MUTES

AT NORTHAMPTON.

FIRST REPORT,

For the year ending December 31, 1867.

MEMBERS OF THE CORPORATION.

GARDINER G. HUBBARD, Boston, *President.*
WILLIAM CLAFLIN, Newton, *Vice-President.*
LEWIS J. DUDLEY, Northampton, *Chairman School Committee.*
OSMYN BAKER, Northampton, *Clerk and Treasurer.*
THOMAS TALBOT, Billerica.
WILLIAM ALLEN, Jr., Northampton,
JULIUS H. SEELYE, Amherst.
GEORGE WALKER, Springfield.
HORATIO G. KNIGHT, Easthampton.
JAMES B. CONGDON, New Bedford.
JONATHAN H. BUTLER, Northampton.
JOSEPH H. CONVERSE, Boston.

TEACHERS.

Miss HARRIET B. ROGERS.
Miss MARY S. BYAM.

Miss JULIA SPAULDING, *Assistant-Matron.*

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REPORT OF THE PRESIDENT.

Hon. J. WHITE, *Secretary of the Board of Education.*

DEAR SIR:—In accordance with your suggestions that the first report of the Clarke Institution for Deaf Mutes, in addition to a statement of the way in which the money received from the State has been expended, should contain an account of the origin and history of the school, its purposes and aims, and of everything which would be desirable as a matter of future reference, we submit the following Report:—

The ablest friends the deaf mutes have had in this State were the Hon. Horace Mann and Dr. S. G. Howe, co-workers in many benevolent efforts. The attention of Dr. Howe was especially directed to the subject of deaf mute education through his interest in two deaf, dumb and blind pupils,—Laura Bridgman and Oliver Caswell,—who were taught with great success, from 1837 to 1845, by the finger alphabet; while Julia Brace, also deaf, dumb and blind, was taught for many years at Hartford by signs, with little success. Two deaf mutes were also taught by Dr. Howe by the same method. One of the teachers employed in this work was Miss Rogers, of North Billerica. In 1843, Horace Mann, then Secretary of the Board of Education, in company with Dr. Howe, travelled through Europe, and visited some of the European institutions for deaf mutes. In his seventh report, he gave a short account of the system of education adopted in the German schools, and strongly advocated that system as superior to the one in use in our own country.

This report excited so much interest that the American Asylum at Hartford, and the New York Institution for Deaf Mutes, sent gentlemen abroad carefully to examine and study these systems. They returned, and reported that the system adopted in this country produced better results than those attained abroad, and therefore advised that no material change be made.

Mr. Weld, of the American Asylum, recommended that greater attention be paid to teaching articulation to semi-mute and semi-deaf pupils. In accordance with his suggestions, articulation was taught at the Asylum, by a teacher employed for that purpose. These efforts were gradually abandoned.

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But the labors of Dr. Howe and Mr. Mann were not fruitless. From time to time, the attention of the public was called to the subject; and a few parents, whose children had lost their hearing, were encouraged by Dr. Howe to persevering efforts to retain the articulation of their children, and teach them to read from the lips. The President of the Clarke Institution was among this number. He desired that others should share in the benefits his daughter had received; and applied to the legislature of this State, in 1864, for a charter for a deaf mute school. In this application he was greatly aided by Dr. Howe; but the effort failed. At this juncture, Providence opened a new way to attain the desired object. In the fall of the same year, Miss Harriet B. Rogers,—a sister of the teacher of Laura Bridgman and Oliver Caswell,—ignorant of the interest taken in teaching deaf mutes articulation, and of the efforts made in that direction in Massachusetts, had placed under her charge a deaf mute, whom she taught by articulation, only knowing that this system had been successfully taught abroad. Finding success attend her labor, and aided and encouraged by a few friends, she determined to open a school, and issued the following advertisement, Nov. 7, 1865: "Miss Rogers proposes to take a few deaf mutes as pupils for instruction in articulation and reading from the lips, without the use of signs or the finger alphabet. The number is limited to seven, two of whom are already engaged." One year elapsed before she obtained the desired number of pupils. In June, 1866, she opened her school at Chelmsford with five scholars. Another entered in September, and two more in the spring of 1867.

In 1866 and 1867, the attention of the legislature was again called to the subject by the second and third reports of the Board of State Charities. Dr. Howe was Chairman, and F. B. Sanborn, Esq., Secretary, of the Board.

While these movements were taking place in the eastern section of the State, the large heart of one of the citizens of Northampton, John Clarke, Esq., was turned to this unfortunate class; and he communicated to his friends his desire to contribute towards the endowment of a school in this State for deaf mutes, if such an institution was required. His friends conferred with Governor Bullock, who cordially entered into Mr. Clarke's views, and laid the matter before the legislature in an eloquent passage in his message of January, 1867.

That part of the message was referred to a joint special committee, who gave full consideration to the subject. The expediency of founding an institution in Massachusetts, the merits of the different methods of instruction, and the time for commencing and finishing their school instruction, were discussed at length. Dr. Howe and Mr. Sanborn appeared for the Board of State Charities; Mr. Hubbard, for parties desiring an act of incorporation; Mr. Smith, of Boston, and other deaf mutes, as advocates

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for a school in Massachusetts, and for improved methods of instruction; Messrs. Stevens of Boston, and Turner and Stone of Hartford, for the American Asylum, and as advocates for instruction by signs.

The committée visited the American Asylum and the school of Miss Rogers, and made a report recommending the passage of two bills, which were passed and approved on the first day of June, 1867.

The first bill provided for the incorporation of the Clarke Institution for Deaf-Mutes at Northampton, with authority to establish classes for instruction in two other suitable localities.

The other provided,—

1st. For the education of certain deaf children between five and ten years of age, by the Clarke Institution at the expense of the Commonwealth.

2d. For extending the time devoted to the instruction of deaf children from six to ten years.

3d. For the supervision, by the Board of Education, of the instruction of all deaf mute pupils aided by the Commonwealth.

4th. For an additional appropriation to carry out these objects.

Mr. Clarke, whose modesty is as great as his generosity, was unwilling to have the institution called by his name, and it was only after repeated solicitations that he consented, in deference to the wishes of his friends.

The corporation was organized on the 15th day of July, 1867, and a code of by-laws adopted. It was decided that an articulating school should be established at Northampton, under the charge of Miss Harriet B. Rogers. A committee waited upon Mr. Clarke with a copy of the Act of incorporation and of the by-laws. They returned in a few moments, and reported that Mr. Clarke was ready that very morning to transfer to the institution forty thousand dollars in government securities at the market price in New York, and an additional amount sufficient to make the sum of $50,000 when required by the wants of the corporation. The balance has since been paid. This is believed to be the largest donation ever made in this country by an individual to an institution for the benefit of deaf mutes.

The price for board and tuition was fixed at $400, for tuition at $100 per annum. These prices are less than the charges at many private boarding schools. The entire income from the fund is used to aid those unable to pay the full amount.

The question of a location for the school arose at the organization of the institution, and a temporary arrangement was made by which the teachers and pupils are boarded in a very convenient house on Gothic Street, Northampton, within a short distance of the churches, post-office, railroad stations, and hotels; and two large rooms were rented for school and recitation rooms, within five or six rods of the boarding-house. Large play-

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grounds belong to the house, which was formerly occupied by the Collegiate Institute. The children are thus continually under the eye of their instructors, take their meals at the same table with them, and constitute a large family and home school suitable for deaf mutes so young.

At the October meeting of the corporation a committee was chosen to consider the expediency of purchasing a permanent location for the institution. They conferred with Mr. Clarke, and, after a full consideration of the whole subject, it was unanimously decided that with the present fund much more could be accomplished by expending the income in the present manner, than by investing a large portion of the fund in land, bricks and mortar.

The school at Northampton was placed under the general charge of a committee, a majority of whom reside in Northampton or one of the adjoining towns.

The school has at present but two teachers, Miss Rogers, and Miss Byam, her very able assistant, who was associated with her at Chelmsford. This is not a sufficient number of teachers in the present condition of the school, "as anything like systematic classification of pupils so recently brought together, so limited in number, and yet so diverse in age, capacity, wants and attainments is impossible. The number of distinct school exercises each day is twenty-five, some of which are with individual pupils, and some with a large portion of the school." *

Teachers should also be training for the work to supply any vacancy that may occur, and that the institution may be prepared to instruct the increased number of pupils which it expects to admit another year.

The school was opened on the first day of October, 1867, and now has twenty scholars. *Eight* are supported by friends; *one* by friends and the State; *three* by friends, the State and the institution; *six* by the State and the institution; *one* by friends, the State of New Hampshire and the institution,† and *one* by the institution. *Ten* in all receive aid from the Commonwealth. *Eleven* are either congenitally deaf or lost their hearing at two years of age or under, before they had acquired any language. A catalogue of the pupils is annexed hereto, and a statement giving some account of their progress.

The short time the institution has been in operation prevents us from giving a statement of the annual expenses, but a statement of the fund, and of the receipts and expenditures to the present date, is annexed hereto.

* Extract from the report of the committee on the school.

† The corporation will apply the income from the Clarke Fund solely to the education of deaf-mutes from Massachusetts. But arrangements having been made by Miss Rogers, while at Chelmsford, for the instruction of this pupil, the corporation carry out the agreement.

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The cost will be from $350 to $400 for each pupil, which is not a large sum considering the small number of pupils.

The committee of the legislature, in their report before referred to, state that the income of the asylum at Hartford "has enabled the directors to reduce the price of tuition and board to about one-half the actual cost"—making the whole cost at Hartford $350. This sum is also the cost at the Blind Asylum.

It will be noticed that one pupil is supported wholly by the institution. She lost her hearing at three years of age, but retained her articulation, and therefore belongs to that class for whom the institution is peculiarly adapted. She was over ten years of age, and could not receive the State aid. Her application was made and accepted while the number of pupils was uncertain. Several others in the same condition subsequently applied for admission, but could not be received, as each one thus admitted necessitated the rejection of two under ten years of age.

Several of the present scholars will before another year have passed the age fixed for State aid, and the legislature must decide whether the education of deaf mutes begun in this institution shall be carried on here by articulation, or at Hartford by signs.

A larger appropriation for the education of deaf mutes seems necessary. Their number in this State has been variously estimated. By the last United States census, in 1860, the number was given as 427; but the editor of the Census Report declared this number too small, and estimated it at about 820 in 1860, or 850 in 1867. By the State census in 1865 it is given as 561. Mr. Sanborn is engaged in making a census, and already has on his list 810 names, with the residence of each. He has little doubt that when the whole State is thoroughly canvassed the number will reach 950. The average of these three estimates is 787. One-fourth of this number, or 197, are between five and fifteen years of age;* 108 are at Hartford and 13 at Northampton, leaving 76 for whom no provision is made. This large excess is caused in part by the extension of the term of instruction without corresponding increase of the appropriation. The term was extended from six to ten years, or more than one-half, while the appropriation for their education was only raised from $18,100 to $21,500, or less than one-fifth. Thus, by one section of the Act, the State authorizes the Governor to send to school all such as he deems fit subjects for instruction, at the expense of the Commonwealth,

* Mr. Sanborn, in the report of the Board of State Charities, says that out of 762 on his list whose ages are given, 98 are of the age of 10 and under, 108 are from 10 to 15, and 92 from 15 to 20,—in all 298 under 21, and 206 under 18. Making the needful additions to the list, it is probable that the number of children of the school age would be found not less than 250, of whom only about three-fifths are or have been under special instruction.

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and by another it restrains him from so doing, by withholding the required appropriation.

METHOD OF INSTRUCTION.

The general education of deaf mutes was not commenced until near the end of the last century, when at the same time two methods of instruction were devised; one by Heinicke, of Saxony, who taught by articulation; the other by the Abbe DeL'Epée, who substituted methodical and artificial signs for words. The principles on which these systems were founded differed as widely as the methods of instruction. The former was adopted in most of the countries on the continent, and to a limited extent in England; the latter in France, whence it was brought to this country by Dr. Gallaudet.

These different systems are still employed in the same countries, though with so many and important modifications in each, that the originator would scarcely recognize his own work.

Signs were at first unknown in the articulating schools, and the instruction to a great extent was mechanical, the pupils repeating the words they were taught, very much as a parrot does. Years were expended in this profitless task, before giving the pupils language, or instruction in general knowledge. Gradually, in these schools, the natural signs and the finger alphabet have been introduced to explain the meaning of words, and facilitate the acquisition of language.

The English schools where articulation is made the basis of instruction, have made little progress during the last fifty years, and afford no opportunity for testing the system. In Prussia and Germany, great attention has been given to the subject, and very many works have been published, but they have not been translated. Our chief knowledge of these schools from persons acquainted with the education of deaf mutes, is through teachers connected with institutions using the other system, and their reports are not regarded by the German professors as giving a fair account of their method and its results.

In the French system, signs were originally used merely as substitutes for words, every part of speech and every word being translated by its fixed sign in the natural order or idiom of the spoken language. As hearing children learn the word by the sound, so the deaf mute learned it by the eye, the sign being the substitute for the voice. But the same objection was made to this system as to the other, that the pupils made the signs and wrote the words without having ideas of their meaning. To meet this objection, the system has been changed by substituting natural or descriptive signs as they are called, in a natural order or idiom. So great is the change, that the pupils of the French and American

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schools of the present day would be unable to comprehend the methodical signs of De L'Epée and Sicard.

This sign language has few parts of speech, a limited vocabulary, and an inverted idiom unnatural to one accustomed to the idiom of the English language. This language becomes the vernacular of the pupils, and in writing they frequently use their own peculiar idioms, called by their teachers "deaf-mutisms."

As in the German schools, signs have been introduced, so, on the other hand, articulation has been adopted as a method of instruction in the French school, and now in the school founded by De L'Epée and Sicard, and in which Dr. Gallaudet was instructed, "Dactylology is made to perform an important part in the process of instruction, and at the same time opportunities for acquiring facility in artificial speech and lip reading are afforded to every pupil in the institution, effort in this direction being only suspended when plain evidence appears of inability on the part of the pupil to succeed." *

The end and object of each system was the same,—to teach language, and enable the deaf mute to communicate with the world in which he lives. All agree that the means proposed by the German system are preferable, provided the desired results can be attained. The advocates of the sign language assert that this system has succeeded only in exceptional cases.

But while these changes have been made in the European schools, articulation being employed as a method of instruction in almost all these institutions, signs have been the sole method of instruction in the institutions of this country.

E. M. Gallaudet, Esq., the president of the National Deaf-Mute College at Washington, visited Europe last spring, and returned in the autumn. The tenth report of that institution has appeared since this report was begun. It contains an account of his examination of the European schools, and of the methods of instruction pursued in them. It is ably written, and seems to be a very fair and candid report. It closes by suggesting the introduction of several new features into the management of American institutions.

"1st. That instruction in artificial speech and lip reading be entered upon at as early a day as possible; that all pupils in our primary department be afforded opportunities of engaging in this until it plainly appears that success is unlikely to crown their efforts; that with those who evince facility in oral exercises, instruction shall be continued during their entire residence in the institution.

"2d. That in order to afford time for this new branch, without depriving our pupils, in any degree, of that amount of training necessary properly to

* See Tenth Report of the Columbia Institution.

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educate their intellectual and moral faculties, the term of study in the primary department be extended to nine years, and the age of admission fixed at eight years, instead of ten, as heretofore.

"3d. That such additions be made to our staff of teachers as may be needed to secure thorough and effective instruction in this new line of effort."

The Clarke Institution differs from all other American institutions in this, that it receives pupils at as early an age as they are admitted in our common schools, and in teaching by articulation and lip reading only.

At this school, before the articulating muscles have become rigid from want of use, and while the powers of imitation are the quickest, and the imaginative faculties the most active, the little deaf mutes are taught the powers of the letters, the articulation and meaning of words and short sentences, and simultaneously, by watching the motion of the lips in forming the sounds, to read from the lips. Natural signs, pictures and objects are used to explain the meaning of new words.

In order that the position of this institution may be distinctly understood, we state, in conclusion, the following as the basis on which it is conducted.

There are various classes of deaf mutes who cannot be taught by articulation. These are—

1. Those whose mental powers are feeble by nature or disease, and who are idiots rather than mutes.

2. Those whose organs of speech are imperfect, some of whom are not deaf.

3. Those who have sufficient mental ability, but who can no more be taught articulation than many hearing persons can be taught singing. In the first and third classes, the organs of speech are perfect, but the pupils do not possess the power or ability to use them correctly. How large a proportion of deaf mutes in our country belong to these classes is not known.

There are various classes of deaf mutes who can be taught articulation. These are—

A. Those who lost their hearing at three years of age and upwards, after they had acquired some language, which they retain.

B. Those congenitally deaf, who have good mental ability, and a capacity for learning to speak.

C. Those who are semi-deaf, and can distinguish articulate sounds, but not readily enough to attend the common schools with profit.

The proportion of deaf mutes in classes A and C is variously estimated at from one-twentieth to one-half. Perhaps one-half of the deaf mutes can be taught by articulation,—say three hundred, in New England,—sufficient to form a large school.

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This school was established particularly for the education of deaf mutes of the classes A and C, but others of the class B have been admitted, and thus far have made satisfactory progress. Articulation is used as the means of instruction, because we believe it the best method for our pupils The institution is not, however, pledged to any unchangeable system, but only to that, whatever it may be, which experience shall prove to give the best results.

GARDINER G. HUBBARD, *President.*

NORTHAMPTON, January 21, 1868.

STATEMENT OF THE CLARKE FUND.

1867.	July.	Received from John Clarke, Esq., . . .		$40,000 00
	Oct. 12.	" " " " . . .		1,000 00
1868.	Jan'y 8.	" " " " . . .		9,000 00
				$50,000 00
1867.	July.	Purchased $36,600 5-20 U. S. bonds,	$39,511 25	
1868.	Jan'y 8.	" $8,500 " " "	8,928 25	
		Cash on hand—balance of this acc't,	1,560 50	
				$50,000 00

Receipts and Expenditures.

Received from pupils, ...		$1,649 50
from the Commonwealth of Massachusetts, . .		787 50
from proceeds of coupons, ...		1,452 50
		$3,889 50
Paid for furniture, books, &c., for school, . .	$411 94	
for fuel, $57.10; rent, $308.25; sundries, $71.45,	436 80	
for salaries, $525.67; board, $1,943.07, . .	2,468 74	
Cash on hand—balance of this account, . . .	572 02	
		$3,889 50

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Names, Residence, &c., of Pupils in the Clarke Institution for Deaf-Mutes, December 31st, 1867.

NAMES.	Residence.	Parents Living.	Time of Entering Institution.	Age at Time of Admission.	Cause of Deafness.
			1867.		
Bancroft, Elizabeth A.,	Petersham, Mass.,	Father,	October,	15 years 9 months,	Scarlet fever at 3 years.
Bosworth, Mary,	Eastford, Conn.,	Father, mother,	"	6 " 7 "	" " " "
Bowers, Frank,	East Longmeadow, Mass.,	" "	"	9 " – "	Unknown—before 2 years partially deaf.
Brown, Mary Lizzie,	Kensington, N. H.,	" "	"	9 " 5 "	Congenital.
Cushing, Fannie M.,	Boston, Mass.,	" "	"	11 " – "	Unknown; at 3½ years.
Dudley, E. Theresa B.,	Northampton, Mass.,	" "	"	13 " 6 "	Congenital.
Ellsworth, Allie,	Wilbraham, "	Mother,	"	7 " 3 "	Unknown; at 2 years.
French, John Y.,	Charlestown, "	Father, mother,	"	5 " – "	Partially deaf from birth.
Greene, Roscoe,	Providence, R. I.,	Father,	"	18 " 11 "	Inflammation of brain; 7 years 3 months.
Howes, Bertha,	East Dennis, Mass.,	Father, mother,	"	5 " 6 "	Congenital.
Jordan, Harry,	Waltham, "	Mother,	"	9 " – "	"
Keith, Arthur,	Palmer, "	"	"	7 " 9 "	Gatherings in head; 2 years.
Keogh, Michael J.,	Stow, "	Father,	November,	9 " 5 "	Scarlet fever; 5 years 4 months.
Langdon, Willie, S.,	South Wilbraham, Mass.,	Father, mother,	October,	8 " 11 "	" " 5 " 6 "
Plummer, Jerome H.,	Brooklyn, N. Y.,	" "	"	13 " 9 "	" " 7 " 9 "
Porter, Isabel E.,	Wrentham, Mass.,	" "	"	8 " 9 "	" " 3 " 2 "
Sawyer, George C.,	Charleston, S. C.,	" "	"	7 " 1 "	Measles at 1 year.
Towle, Lewella,	East Boston, Mass.,	" "	"	7 " 8 "	Humor at 1 year 4 months.
Ward, Harry K.,	West Haven, Conn.,	Mother,	"	7 " – "	Congenital.
Whittier, Mary Emma,	Bangor, Maine,	Father, mother,	"	9 " 9 "	"

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EXTRACTS FROM THE TEACHER'S REPORT.

GENERAL CLASS.

Between the first of October and the last of November, 1867, ten children between the ages of five and nine years entered the school. Two divisions were made of this class, on account of difference in age and capacity.

(*First Division.*)—John Y. French (5 years of age,) semi-deaf. Hears a loud sound behind his ear, but imitates sounds better from watching the lips than from hearing. Spoke a few words when he entered the school. After thirteen weeks' instruction, he articulates, reads from the lips, and prints *twenty-eight* words, and begins to read sentences formed from them. He is the only child in this division who hears anything; for this reason he articulates better than the others, but otherwise his progress is a fair sample of theirs.

Bertha Howes, (5 years of age,) and Harry K. Ward, (7 years of age,) are both congenital mutes. Bertha can give the pure sound of *b*, *d* and *g*, which Johnny French, with his hearing, cannot give.

Allie Ellsworth (7 years old,) lost his hearing when two years old, but never talked. His voice at first was very high, but has changed very much.

Mary Bosworth (6 years old,) heard and talked until three years old. Entered school October 3d, 1867, without any idea or power of articulation. For many days she could not make even the breathing sound of "*h*," except when her hand was before her mouth, so that she could feel the breath escape. For a longer time she could make articulate sounds only by putting one hand on the throat of her teacher and the other on her own, and then with great difficulty. She read from the lips as well as others of her class. At the end of six weeks, having received extra time and attention, she could articulate twelve letters, oftentimes without putting her hand on the throat; and read from the lips and print twenty-four letters. During the seventh week her progress was more encouraging, for at the end of that time she could articulate nineteen letters, and read from the lips and print four words. She spoke her first word, "No," November 24th. Now (December 30th,) she articulates a few words, though she reads from the lips, and prints as many as the others in her class. None of these five children knew any letter when they came.

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(*Second Division.*)—Ella Towle (7 years old,) lost her hearing when sixteen months old. She knew no letters, and had not received any instruction. At the end of six weeks she could read from the lips and print all the letters, and twenty words. She articulates twenty-one letters, but does not yet give the pure sound of *b* and *d*, although she can give these sounds in words. She now reads from the lips, articulates, prints, spells aloud, and understands the meaning of fifty words. Reads and illustrates the meaning of ninety sentences formed from these words, as "Put the hat and boots on the floor;" "Go and wash the slate;" "You may stand on Emma's slate;" "You may eat butter on your bread;" "Open your mouth;" "Shut the door;" &c., &c. This is a fair specimen of the progress of the division up to this time (December 31st.)

Mary Emma Whittier, (9 years old,) a congenital mute, entered October 18th, 1867. In four weeks she learned to articulate twenty-two letters, and to read from the lips and print twenty-four letters and twenty words. She catches words very quickly from the lips, and has learned the name of every child from seeing us pronounce it. She says these names very imperfectly, but reads them from our lips very readily. She gives the pure sounds of *b*, *d*, *g* and *k*, which are among the hardest in our language.

George Sawyer (7 years old,) lost his hearing when one year old. He had received no instruction. He has learned to articulate all the letters, giving the pure sounds.

Michael J. Keogh (7 years old,) entered November 29th, 1867. Lost his hearing at five years. He retains considerable language, but speaks so rapidly and indistinctly that often we cannot understand him. Probably he retains considerable knowledge of language. He had no idea of reading from the lips, but wrote and spelt a few words.

Frank Bowers, (9 years old,) partially deaf from infancy. He spoke a good many words very indistinctly. He knew a few words by sight, but could neither print nor write. He could not give the sound of the letters, although he knew the names of most. He did not acquire the sounds of *b*, *d*, *g* and *k*, so quickly by several weeks as some of his class deaf from birth. He writes a good hand; reads from the lips; writes, spells and understands 150 words, and reads a great many sentences formed from them.

FIRST SPECIAL CLASS.

Etta Theresa B. Dudley, (13 years old,) congenital mute. Had been taught only by the manual alphabet and signs. Entered school October 3d, 1867, to learn to read from the lips, and, if possible, to talk. She spoke four or five words, and articulated a few of the letters, which she learned last summer while spending a few days at Chelmsford. In six weeks she learned to articulate all the letters of the alphabet and many

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combinations of consonants, among them the "*ng*," one of the most difficult. She has learned a great many words, which she delights in speaking. November 16th she came to my room and said, "Mamma wants you to go to her." I said "Where is mamma?" She answered, "In the hall." These words were all spoken. Sometimes, in talking, if she cannot articulate a word, she will spell it with her lips in preference to using the fingers. She has a spelling lesson daily, which she reads from the lips, and spells by sound; reads simple sentences from the lips and writes them on her slate.

December 31st. She uses her fingers very little, expressing almost all her wants by spoken words. She frequently says, "I like to talk much better than to make signs." She has improved very much in reading from the lips within the last month. She reads with Fannie and Willie every day, and spells with two classes.

Fannie M. Cushing (11 years old,) lost her hearing when 3½ years old, previous to which time she was precocious in the use of language, but lost everything but the word "boy." Her instruction commenced November, 1864. She knew neither words nor figures. On opening the Chelmsford school, June 1st, 1867, she was put back into the class with beginners. She was so much more interested in learning in a class, than when alone, that it was thought the loss sustained by the change would be more than compensated for in the future, particularly as one in the class, Willie Langdon, retained his speech, and his use of language would stimulate her if classified with him. As they are in the same class the report of the progress of one will answer for the other.

Willie S. Langdon (9 years old,) lost his hearing at 5½ years. Entered Chelmsford school June, 1866, knowing the names of most of the letters, but the power of none. This was a great disadvantage, as the names, in many cases, are entirely useless, and it was difficult to acquire the power of the letters. He retained the power of speech, but was fast forgetting the proper use of language, and spoke indistinctly. His mother said that before he came to school he received a present, and, wishing to say "Thank you," but having forgotten that expression he said, "Good-bye. How do you do." After nine and a half months' instruction he could tell a story connectedly; for instance, in telling what the word "field" meant, he said: "Last summer, when it was warm, I, and my father, and John, was riding in the fields, and John killed a small yellows snake, it was swimming in the water." After 53 weeks instruction, he is familiar with the meaning of and spells 1,000 words, besides many others learned from the lips of those talking with him. In arithmetic, he added rapidly a succession of numbers, 47+10+8+6+17+9+6+7—75+9—94+18, and comprehended the language of simple questions in addition. During the term he read through and reviewed Mrs. Barbauld's "Lessons for Little Thomas,"

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and had daily exercises in construction of sentences; also in reading from the lips, and writing a short, simple story. He writes a letter every week, a specimen of which is here inserted, entirely his own composition, without any suggestion or correction:—

CHELMSFORD. July 28th 1867

My dear sister Louisa,

Yesterday I coughed in the water and Arthur sat on my back and he was putting my head in the water and he was very naughty—Miss Rogers said it is fifteen nights before we all shall go home and then in September we all shall go to Northampton near Wilbraham to stay very many nights and Northampton is not a city—Harry has gone down stairs and Arthur wanted to go with him and Miss Rogers told Arthur you must not go with him—Your letter came in sunday and mother's letter came in sunday and Roscoe brought those letters to me. Arthur is sitting on the bench. Walter and Fannie are talking together about Northampton and they say we all shall not come to Chelmsford. Louisa is that a nice letter. Walter is begging for Fannie's rubber and now he got her rubber and I do write faster than Walter is slowly. Yesterday Roscoe and Harry and Arthur and Walter and I went after blackberries and we rode very far off in the waggon and Walter and I fell out of the waggon behind it out on the stone and the horse ran very fast—Walter is saying to Fannie all the children go to Northampton to stay very many nights. Arthur is sitting on the homely book. I think very fast. Miss Rogers came to Fannie and she said Fannie you must write and you must not talk to Walter and she does not write to her mother. By and by it will be August.

Good by

From

Your brother

WILLIE

This is his own use of capitals and spelling.

December 31st, 1867. He now studies geography, subtraction, and has read nearly through Hillard's Primary Reader; and it is impossible to keep a record of the words he uses, as he is constantly learning new ones from reading and conversation.

SECOND SPECIAL CLASS.

One class consists of four pupils:—

Harry Jordan, (9 years old,) congenital mute. Entered at Chelmsford June 27th, 1866.

Arthur Keith (8 years old,) lost hearing at two years of age. Entered Chelmsford school September, 1866.

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Isabel E. Porter (8 years old,) lost hearing at three years of age. Entered Chelmsford school April 19th, 1867.

Mary Lizzie Brown, (9 years old,) congenital mute. Entered Chelmsford school April 19th, 1867.

Harry and Arthur have been delayed in their progress, and Lizzie and Bell pushed, in order to combine all in one class. When they entered school at Chelmsford, they had received no instruction. Bell remembered several words and two or three phrases, but spoke in a nasal tone, and was only understood by her family.

October 1st, 1867. On entering the Clarke Institution, they all read from the lips, wrote, spelled aloud, and explained the meaning of 480 words. Harry and Arthur added mentally such numbers as the following: "47 + 19 + 18 + 7 + 6 + 5 + 9" — "43 + 19" — "73 + 17."

December 31st, 1867. The class now spells and explains the meaning of more than 700 words.

SINGLE PUPILS.

1. Jerome H. Plummer (14 years old,) entered school October, 1867, to learn to read the lips. He became deaf at eight; could read but little from the lips; his mother communicated with him chiefly by the finger alphabet, but now (December 31st,) we communicate with him entirely by the lips. He is studying written arithmetic and French, reads and spells daily, and has a regular exercise in lip reading.

2. Roscoe Greene (18 years old,) entered the Chelmsford school in June, 1866, to learn to read from the lips. He became deaf at seven; retained his articulation, but could read less than a dozen words from the lips. He is now studying Greenleaf's Common School Arithmetic, (at Equation of Payments,) Tower's Grammar of Composition, reads and spells daily, and reads from the lips every day a lesson in physical geography, which he afterwards writes out from memory. He makes no notes, and does not refer to the book previous to writing this exercise. Communication is held with him entirely by speaking, even by the servants in the house.

HARRIET B. ROGERS.

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Terms of Admission.

This Institution is especially adapted for the education of semi-deaf and semi-mute pupils, but others may be admitted.

It provides for the pupil's tuition, board, lodging, washing, fuel and lights, superintendence of health, conduct, manners and morals.

The charges are four hundred dollars a year; for tuition alone, one hundred dollars; payable semi-annually in advance, the first week of each term. No deduction, except for absences on account of sickness. Extra charges will be made for actual expenses incurred during sickness.

The State of Massachusetts appropriates annually funds for the education of its deaf mutes. The Institution, also, appropriates the income from its funds for the aid of beneficiaries from Massachusetts, according to their need. Forms of application for the State aid will be furnished by the Secretary of the Commonwealth or by the Institution.

There are two terms in the year, of twenty weeks each; the first commencing on the third Wednesday of September with a vacation of four weeks in winter; the second commencing on the first Wednesday of March, with a summer vacation of eight weeks. Pupils cannot spend the vacation at school.

It is desirable to have all applications for admission for the succeeding year made as early as June. The year begins on the third Wednesday of September. None will be admitted at any other time, unless they are fully qualified to enter classes already formed, and on payment of the full tuition for the term in which they enter.

The pupils must bring good and sufficient clothing for both summer and winter, and be furnished with a list of the various articles, each one of which should be marked, and also with paper, envelopes and stamps. A small sum of money, not less than five dollars, should be deposited with the principal for incidental expenses.

Applications and letters for information must be addressed to the "Principal of the Clarke School for Deaf-Mutes, Northampton, Massachusetts," with a stamp for return postage.

Pupils must be at least five years old on entering the Institution.

The Institution is not an asylum, but a school of learning; and none can be admitted or retained who have not the ordinary growth and vigor of mind and body, and moral habits.

Visitors from Northampton are admitted Thursday afternoons. Strangers at all times, excepting Wednesday and Saturday afternoons and Sundays.

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ABSTRACT

OF

SCHOOL COMMITTEES' REPORTS.

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ABSTRACTS.

SUFFOLK COUNTY.

BOSTON.

With a population, according to the last census, of nearly two hundred thousand, there are now in this city, connected with our system of Public School instruction, and under the immediate supervision of this board, twenty-seven thousand seven hundred and twenty-three pupils. These may be classified as follows:

The whole number of Primary Schools,	256 schools.
The whole number of Grammar Schools,	21
The whole number of High Schools,	3
Making in all,	280 schools.
Teachers in the Primary Schools,	257
Teachers in the Grammar Schools,	323
Teachers in the High Schools,	33
The whole number of teachers,	613

Male teachers, 66. Female teachers, 547.

Pupils in the Primary Schools,	12,553
Pupils in the Grammar Schools,	14,394
Pupils in the High Schools,	776
In all,	27,723 pupils.

Your committee are convinced, both from a careful examination of the records, and from personal investigation, that the schools were never in a more favorable condition than at the present time. Through the various departments there is unusual harmony of action. Special measures have been adopted to overcome admitted defects, and to introduce important

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improvements, which have thus far led to marked and beneficial results. The discipline through the schools is firm, mild and parental. The progress of the scholars has been encouraging, and to a great degree satisfactory. Character has been considered as well as intellect, while the aim throughout has become more and more a desire to call into healthy activity the whole nature, physical, mental and moral, rendering the entire process of instruction a fitting preparation for those actual duties and responsibilities of life, upon which the pupils must eventually enter.

As an evidence of the general appreciation of the Public Schools, it is interesting to know that the proportion of the children of our citizens now educated in them is as twenty to one over those educated at private expense. It has been the constant determination to render these schools so thoroughly good that they shall be attractive to all. Why should it not become a matter of honest ambition among families of the amplest means and truest judgment to have their sons and daughters here educated; the children of the mechanic and the merchant sitting side by side, pleasant companions in youth, as they will be sympathizers and helpmates through the remainder of the journey of life? Those schools, established for the whole people, are to become more and more the pride of the whole people, —not a charity for any, but a privilege for all.

Children admitted into the Primary School at the age of five, commencing with the first rudiments of knowledge, advance step by step, completing one course, and being promoted to a higher grade, with each half-year. Thus, in three years, with reasonable diligence, they may reap the full advantage of the Primary School, and be prepared for that examination which shall introduce them to the Grammar School. Here a new era commences, and the pupils beginning at the lowest round mount upward, by regular degrees, from one department to another, through the prescribed branches of study, till at the age of thirteen or fourteen they are ready to graduate from the Grammar, and enter upon the still more advanced studies of the Latin, the High and the Normal Schools.

Three thousand five hundred and eighty-five have been thus promoted during the past year from the Primary to the Grammar Schools; and seven hundred and seventy-six have entered the High Schools.

Having passed in this manner through the successive stages of progress, they are presumed to have become honorably fitted, either for a still higher course at the College or the Scientific Schools, or to enter at once upon the active duties of life, practically engaging in mercantile and commercial business, or in those labors of enterprise and skill which may confer large benefits upon the city or country; others, of the gentler sex, may fulfil important service amid the cares of domestic life; while a more limited number may become instructors in the very schools in which they were

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first taught, and thus be able to impart to others benefits similar to those which they have personally received.

Who can watch the successive steps of such a progress, following in thought the child from its earliest lesson in the alphabet, to the hour when —enriched by varied acquirements, and with, as it is to be hoped, well-developed and harmoniously balanced powers—it goes forth to the toils and trials of the world—and not feel impressed by the importance of the work undertaken and accomplished?

Looking upon the schools, we behold visibly before us the future Commonwealth. How speedily will the little beings there assembled become the active citizens! The age that is to be, we can thus mould and shape. The advancing time will be sealed and stamped with an enduring impress; direction may be given to thought, bias to principle, and an impulse for good imparted, which shall never be wholly lost. When these twenty-seven thousand children are called to fill the opening spheres of duty, and to occupy places of trust, shall they be able to do so with ability and honor? This is the question Providence calls upon us to answer. Not easy is it to overestimate such obligation and responsibility.

Retrospective View.—Without attempting any elaborate historical sketch, a momentary glance into the past is almost irresistible. Such a retrospective view shows us two interesting facts—one of general application, the other having more special reference to ourselves.

First, a study of the past teaches us that popular education is, in itself, not only one of the means to promote an advancing civilization, but it is also a legitimate *fruit* of that civilization. When Christian civilization reaches a certain point, this is a providential landmark showing the rise of the great tide.

The second fact (referring directly to ourselves) is this, that just here the radiating lines of light centre. In other words, while there have been educational movements at different periods, the idea of a free popular education for the whole people, at the expense of the whole people, as an absolute duty and right, was first established and faithfully carried out by our fathers here in New England.

If we go no further back than the fourteenth century we find education so limited, that many of the leading men of that period could not even write their names. The first grand impulse came with the Reformation. The new life infused by that great epoch led the people of Holland, Scotland and Germany to demand a wider and better instruction. In France, as early as 1588, the Third Estate insisted that the children, even of the poor, should be "instructed in all good learning, according to their capacity;"—even the nobles of that time demanding that "parents who neglected to send their children to school should be subjected to compulsion and fine."

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But all this had an ecclesiastical bearing. It was indeed an advancing Christianity, but not yet freed from narrow limitations and party restraints.

In 1705, there was established, at Rouen, a fraternity known as the Brethren of the Christian Schools, who devoted themselves to the instruction of boys "in all that pertained to an honest and Christian life." In 1848, this brotherhood had under its care over nineteen thousand schools, and between one and two million pupils. All the members of this association were by a rule of their order officially enjoined "not to talk gossip, and to be sparing of punishments."

Another society was established at Paris in 1738, as one result of which the police of Paris declared, that after the establishment of these schools the expenses of their department were thirty thousand francs a year less than before. Still, notwithstanding such honorable examples, the system of education was miserably defective, besides being hedged in by special denominational restrictions.

Without expatiating upon this subject, the simple fact we would urge is this, that an advancing Christian civilization, when it has reached a certain point, has always developed these educational tendencies; and yet, so gradual has been this development, that not until within the last two centuries, did there exist, anywhere on the globe, a system of Free Schools for a whole people.

While for us, as well as for all who are willing to accept it, stands the ever memorable fact, that here, in Massachusetts, was the first place on the face of the earth where this sublime idea of a popular education was freely and fully tried. Here it was, for the first time among men, that the founders of our Commonwealth saw, with clear vision, that great law of Providence, revealed through the gospel, by which the elevation of society, as a whole, is the indispensable requisite to its own well-being. They publicly recognized as a duty, and accepted as the very rule of their life, the truth that the entire people, the humblest as well as the most exalted, should possess those intellectual and moral advantages, which would raise them, as a people, to the highest level of prosperity and progress of which they were capable.

"When New England was poor," said the ancient record, "and the people were but few in number, there was a spirit to encourage learning." Thus, in 1638, John Harvard bequeathed half of his estate, and all his library, for the endowment of a College. One of the devout men of that period says, in 1642: "After God had carried us safe to New England, and we had builded our houses, provided necessaries for our livelihood, reared convenient places for God's worship, and settled the civil government, one of the next things we longed for was to advance learning, and perpetuate it to posterity;" * and, in 1647, in the very infancy of the

* New England's First Fruits. Mass. Hist. Coll. I. p. 202.

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colony, it was made an imperative law. "To the end that learning may not be buried in the graves of our forefathers, every township, after the Lord hath increased them to the number of fifty householders, shall appoint one to teach all children to write and read; and where any town shall increase to the number of one hundred families, they shall set up a Grammar School; the masters thereof being able to instruct youth, so far as they may be fitted for the University." *

Here we have a distinct recognition of the whole people, and an expansion of the educational idea from the first elementary knowledge, to preparation for the University. "In these measures," says the historian,† "especially in the laws establishing Common Schools, lies the secret of the success and character of New England. Every child, as it was born into the world, was lifted from the earth by the genius of the country, and in the statutes of the land, received, as its birthright, a pledge of the public care for its morals and its mind."

This work, so nobly begun, was consistently carried forward, till John Adams, more than a century after, and just midway between us and that earlier date, could say,‡ "The public institutions in New England for the education of youth, supporting colleges at the public expense, and obliging towns to maintain Grammar Schools, are not equalled, and never were, in any part of the world."

That principle, so long ago planted, has from that day continued to prosper—bearing profusely the richest fruit! How has the growing thought widened over the whole continent, till now, through the vast valley of the Mississippi, and beyond the Rocky Mountains, it makes visible its splendid results! What the Pilgrims began, on the shores of Plymouth, is in our time rounding, to its full circle, on the borders of the Pacific.

The Cause of Education abroad.—Not only in this country, but, by a reflex influence, results are seen beyond the Atlantic. Whether the originating impulse came from the inspiring ideas and quickening example of our fathers; or whether these movements abroad were the necessary fruit there of that Christian civilization of which we have spoken, we need not pause to inquire. It is enough to know that since what was so successfully commenced here—where our fathers, having left behind them centuries of wrong, through their self-sacrificing spirit and far-seeing wisdom, united to an indomitable courage, advanced humanity by a thousand years—a perceptible transformation has been gradually taking place in the countries of the old world. Despotism has been forced by slow degrees to relax its hold. The multitude of the people are becoming aroused to a

* Colonial Laws, 74, 186.

† Bancroft's History of the United States, Vol. I. p. 459.

‡ The Adams Letters, Vol. III. p. 74. Philadelphia, 29th October, 1775.

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consciousness of their duties and their rights. In Prussia, Switzerland, Belgium, Holland, France, we find the same great work going on.

Holland.—When the distinguished naturalist, M. Cuvier, was deputed by the University of France to visit Holland, for the purpose of examining the schools, he reported that the Primary Schools of that country were above all praise. This was in 1811, when no such schools were known elsewhere in Europe. And Matthew Arnold, professor in the University of Oxford—the worthy son of the beloved Dr. Arnold of Rugby—was appointed by the Royal Commissioners of England in 1859, to investigate the systems of popular education on the Continent. In his report he affirms that he saw "no Primary Schools worthy to be matched with those of Holland." And yet, down to the close of the last century, the Dutch schools, where they existed, were of a very inferior character. Whatever has been accomplished of reform in that, or the other countries of Europe, has been effected since then. "Until within the last eighty years," says Arnold, to whose admirable reports we gladly refer in full, "the schoolmasters were ignorant; and the instruction beggarly."

It is interesting to trace the earliest movement in that country, which came from an organization known as the Society for the Public Good. This association extensively established schools and libraries for the laboring people. In 1809, this society was composed of seven thousand working members. The government of Holland, seeing the excellence of their efforts, gradually adopted similar methods of action. The magistrates of Amsterdam ordered their Public School edifices to be erected according to the plan suggested by this body. Educational laws were also enacted in order to carry forward the same views. Two measures were adopted, in particular, which had never before been recognized in Europe, and which became the source of eminent success. First, a thorough system of inspection for the schools; secondly, a thorough system of examination for the teachers. These two rules, faithfully carried out, have given great efficiency and completeness to the educational system of Holland. "Take care," said the chief commissioner of popular education in Holland to M. Cousin, when he visited that country, "take care how you choose your inspectors; they are men whom you ought to look for, with a lantern in your hand."*

At the head of each school district is an inspector, while the united inspectors form a provincial commission; and this commission has charge of the primary instruction. The full commission meet three times a year, and receive reports from each inspector. In addition to visiting the several schools, they examine all the teachers. Every Dutch schoolmaster, before being received into the office of teacher, must first pass a searching exami-

* De l'Instruction Publique en Hollande—M. Cousin, Paris, 1837, p. 30.

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nation. To engage nominally in the profession, he must obtain a general admission; to enter upon the duties in full, he must have, besides, a special certificate. Having obtained this, a salary is granted sufficient to give reasonable independence; a remuneration superior to that given in surrounding countries. The ablest teachers having been secured, they become the heads of most admirable schools. Thus the whole standard of instruction has been raised, and the cause of education has gained a strong hold upon the minds of the people. So universal is the attendance, that in 1840 there was not one child to be found in Haarlem, of competent age, who could not read and write. In addition to the Elementary and Training Schools, there are Normal Schools; the latter having been established in 1816. The Public Schools, as a general rule, in all the towns, are well-regulated and well-taught.

In 1857, with a population of between three and four million, there were in Holland 2,478 Primary Schools, with a staff of 2,409 principal masters, 1,587 sub-masters, besides numerous assistants; while in the day and evening schools there were 322,767 scholars. It is in a special degree through these schools, and the attention given to them by the most intelligent minds, that Holland, within the last fifty years, has become eminently distinguished.

Such is the condition of popular education in that country where the Puritan Fathers found a temporary home, and from whence, embarking at the little town of Delfthaven, they came to these shores. What man, with one drop of Pilgrim blood in his veins, will not feel a throb of satisfaction in the thought of such honorable effort for the elevation of the people, in the land where Brewster and Bradford, Carver and Winslow, found a hospitable asylum before they crossed the sea to step upon old Plymouth Rock! Fitting it was that the country which gave them a welcome should itself become characterized by the same ideas. It is as if some of the seeds which were to be brought here by the Speedwell and the Mayflower, dropped by the wayside, and were yielding there, at this day, their harvest of fifty and an hundred fold.

France.—In France, from the time when M. Guizot was appointed Minister of Public Instruction, in 1833, the work of popular education has been going steadily on. With a population of between thirty-six and thirty-seven millions, it numbers, in addition to its other schools, over sixty-five thousand Primary Schools, supported at an expense of what is equivalent in our money to more than two million of dollars, while in all her schools two millions and a half of children are taught, at a cost of over six millions of dollars.

The primary teachers were empowered to open schools for adults. As an evidence of the appreciation, on the part of the people, of this opportunity of instruction, and the rapid growth of the schools, it will be sufficient

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to state that in 1837 these schools instructed 36,965 working people; in 1843, over 95,000; and in 1848, more than 115,000.

Public instruction in France is now governed by the law of 1850, which law was strengthened by additional decrees in 1852 and 1854.

One important provision, long familiar in its letter and spirit with us, but less common on the other side of the Atlantic, and which it is said, on good authority, is strictly carried out in France, is found in the guarantee of religious liberty—the law not only encouraging, but emphatically requiring, "reciprocal friendship and mutual toleration." Connected with the admirable system, in France, for popular education throughout that country, there are, in addition to the schools, sixty-three Lyceums and two hundred and forty-four Colleges, in which free admission is provided for the poor and for all persons of limited means.

In 1855, the grant of the State to the Lyceums was 1,300,000 francs, and to the Colleges over 98,000 francs.

The total expense of primary instruction in France in 1856 was 42,506,012 francs,*—over eight millions of dollars. Of the 3,850,000 children thus taught, 2,600,000 pay whatever they may be able, and 1,250,000 are wholly free. Of those instructed, 2,150,000 are boys; 1,450,000 are girls. There are 250,000 in Mixed Schools. The almost unanimous feeling in France is against Mixed Schools.

In addition to 65,000 Primary Schools, there are 2,684 Infant Schools; besides which, there are Adult Schools, Apprentice Schools and Needlework Schools, thus making in France, at least seventy-five thousand places of instruction for the poorer classes, in which the people and their children are freely educated.

Even in the largest towns of France, where the population is most dense, the masses of poor children are not left without instruction; and not only is the means of education offered freely, in teachers and school edifices, but books as well as schooling, are provided and distributed without expense to the pupils. The city of Paris alone expends a sum equal to more than $500,000 each year in the interests of popular education.

Can we not perceive in this generous provision for the instruction of the people, some explanation of the increasing influence of France, the taste and intelligence of her people, and the successful development of her resources? That energy in war, which, with impetuous force, sweeps all before it like the whirlwind; and that cheerful vivacity in time of peace—contentment blended with playful mirth, and a perception of beauty which moulds everything it touches into forms of grace—who shall say how largely France is indebted for these to her generous system of popular instruction?

* Budget de l'Instruction Publique, pp. 164, 167.

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Italy.—The new kingdom of Italy has proved itself worthy of added confidence and admiration for the early effort it has made to establish a system of universal education for all classes of its people. As a wise preparatory step for a continued supply of thoroughly qualified teachers, Normal Schools have been established. There are at present forty, with over two thousand students. The whole movement is far in advance of anything which has hitherto been known in that country.

The Elementary Schools are also a special honor to the new government. In these schools there are now 800,000 children, 452,000 being boys. These are under the care of 21,857 teachers. There are also schools for adults, and schools for advanced studies; all the instruction being wholly gratuitous.

There have also been opened Infant Schools and Evening Schools. In Genoa, the birthplace of Columbus, where the house in which he resided is still pointed out, and where has lately been erected a magnificent monument to his memory, there are four Infant Schools, numbering over a thousand children; and in the Genoese district there are thirty-two schools for adults, numbering some two thousand pupils.

Through Italy, where a community is not able to establish schools without assistance, the general government readily offers its aid. In this way, within one year, half a million of dollars in gold have been appropriated. Thus is fresh impulse given to the people, while depth and durability are imparted to the grand work of national reform.

England.—If we turn to England, strange to say, we find that there the least is done, through any national system, for the education of the great masses of the people. Her magnificent universities are well known, and her pre-eminent schools for the sons of the nobility—yes, and her splendid charities for a select few; but with reference to her middle classes, and her poor population, the neglect is both surprising and shameful.

Scotland, by honorable effort, has gone forward upon a path of her own. Long and justly has she been distinguished for her popular schools. The country of Wallace and Bruce, of Burns and Scott, the land of the mountain and the heather, holds a high position among the nations for her widely-diffused intelligence; a peasantry who know how to think, and what to think; a people whose honor cannot be bent, and whose independence cannot be broken.

England has yet something to learn. It is estimated by the highest authority, that in England more than two millions of children are left to grow up in total ignorance. Before the parliamentary committees, the testimony has been most startling. Observe the following: "I am vicar of a parish which contains a population of 10,000 souls, and I grieve to say there is but one school-room in it." "I am curate," says another, "of a poor parish of 3,000 of population, and there is no school-house of any

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kind." And again, "The population of the village of which I am an incumbent, is not less than 20,000, there is no Free School in the whole place; hundreds of children receive no education whatever." Such is the evidence from innumerable witnesses.

When Horace Mann returned from Europe, he said, "England is the only country among the nations of Europe, conspicuous for its civilization and resources, which has not, and never has had, any system for the education of its people." "It is the country," he adds, "where, incomparably beyond any other, the greatest and most appalling social contrasts exist;—where, in comparison with the intelligence, wealth and refinement of what are called the higher classes, there is most ignorance, poverty and crime among the lower. * * * And yet, in no country in the world have there been men who have formed nobler conceptions of the power, and elevation and blessedness that come in the train of mental cultivation; and in no country have there been bequests so numerous and munificent as in England. Still, owing to the inherent vice and selfishness of their system, or their no system, there is no country in which so little is effected, compared with their expenditure of means; and what is done only to tends to separate the different classes of society more and more widely from each other."

Such was the opinion of a candid and accurate observer twenty years ago. The same testimony is given by Professor Arnold, of Oxford, to-day, one of the most candid, clear-sighted and truthful of men; English by birth, culture and taste; associated as a scholar and man of letters with students in the University. And yet, with this natural bias, he plainly declares to his countrymen: "Our middle classes are the worst educated in the world;" and, speaking of the more deplorable population, he calls them an "obscure embryo, moving in darkness;" * * * "the immense working class, now so without a practicable passage to all the joy and beauty of life!"—"England," he says, "has not yet undertaken to put the means of education within the people's reach."—"I should mislead the English reader," he says, "if I should let him think that I found in France a schoolless multitude, like the 2,250,000 of England." There are "over seventeen thousand schoolless children" in Manchester alone; and "in London it is estimated that there are some two hundred thousand who, ignorant and degraded, are neither at school nor at work."

But, aside from the most destitute, Arnold eloquently pleads for the middle classes as well. "The aristocratic classes in England may, perhaps, be well content to rest satisfied with their Eton and Harrow," "but the middle classes in England have every reason not to rest content with their Private Schools." "The State can do a great deal better for them." He is convinced that important movements in England are near at hand. "Undoubtedly," he says, "we are drawing on towards great changes." It is almost certain, he writes, that the English people "will throw off the

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tutelage of aristocracy." "The masses of the people in this country," he says, "are preparing to take a much more active part than formerly in controlling its destinies." "The time has arrived when it is becoming impossible for the aristocracy of England to conduct and wield the English nation any longer." "The superiority of the upper class over all others is no longer so great; the willingness of the others to recognize that superiority is no longer so ready." "While it is losing its power to give to public affairs its own bias and direction, it is losing also its influence on the spirit and character of the people which it long exercised." "The course taken in the next fifty years," he writes, "by the middle classes of this nation will probably give a decisive turn to its history." Calmly, considerately, urgently, he argues for a wider, and more adequate education; pressing the subject home as the duty and necessity of the times.

Turning to America, he alludes to "its boundless energy of character," and "its boundless field for adventure," "where the people have unquestionably not been enervated by education." "I speak," he says, "with more than respect, with warm interest, of a great nation of English blood; with which rests, in large measure, the future of the world."

As an evidence of the reflex influence of this land upon the countries of Europe;—the prominence given to those views of education which originated here;—and the special recognition of Massachusetts as the scene of their development, a remarkable illustration is found, in a speech made in the British House of Parliament by that brilliant essayist and distinguished historian—Thomas Babington Macaulay.*

In advocating the cause of "the education of the people as the first concern of a State," he declares that it is not only an efficient means for promoting and obtaining that which all allow to be the main end of government, but that it is "the most efficient, humane, civilized; and, in all respects, the best means of attaining that end."

"This is my deliberate conviction," he adds, "Sir, it is the opinion of all the greatest champions of civil and religious liberty, in the old world and in the new, and of none, I hesitate not to say it, more emphatically, than of those whose names are held in the highest estimation by the Protestant Nonconformists of England. Assuredly, if there be any class of men held in more high respect than another, it is that class of men, of high spirit and unconquerable principles, who, in the days of Archbishop Laud, preferred leaving their native country, and living in the savage solitudes of a wilderness, rather than to live in a land of prosperity and plenty, where they could not enjoy the privilege of worshipping their Maker freely, according to the dictates of their conscience."

"Those men, *illustrious forever in history*, WERE THE FOUNDERS OF THE COMMONWEALTH OF MASSACHUSETTS. Though their love of freedom and

* See Macaulay's Speeches. London, 1853: Vol. II. p. 211.

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conscience was illimitable and indestructible, they could see nothing servile or degrading in the principle that the State should take upon itself the charge of the education of the people. In the year 1642 they passed their first legislative enactment on this subject, in the preamble of which they distinctly pledged themselves to this principle—that education was a matter of the deepest possible importance, and the greatest possible interest, to all nations and to all communities; and that, as such, it was in an eminent degree deserving of the peculiar attention of the State.

"I have peculiar satisfaction in referring," he adds, "to the case of America. What do we find to be the principle of America, and of all the greatest men that she has produced? 'EDUCATE THE PEOPLE,' was the first admonition addressed by Penn to the Commonwealth he founded. 'EDUCATE THE PEOPLE,' was the unceasing exhortation of Jefferson. 'EDUCATE THE PEOPLE,' was the last legacy of Washington to the Republic of the United States."

Many men in England, such as Bright and Mill, Goldwin Smith and a host of others, feel that it is the reproach of that country, with her Oxford and Cambridge, her Eton and Rugby, that she has, as yet, done so little for the instruction and elevation of the great masses of the people.

At a recent meeting of the Social Science Congress, held at Manchester, Mr. Bruce, a distinguished member of parliament, urged the superiority of the American system of Common Schools on the people of his own country, insisting upon the necessity of Free Schools, alluding to New England as an incentive and an example.

John Bright, in a speech lately made in England, proved by statistics, that in Manchester and Salford there are more than 50,000 children who receive no instruction whatever. He then pointed to the New England States, where he declared there was a more equal condition, and universal comfort, than could be found in any other country or age of the world. And this, he added, is to be traced not to the soil or to the climate, but, as I believe, to the extraordinary care which the population, from the days of the Pilgrim Fathers until now, have taken that every child, boy and girl, shall be thoroughly instructed.

Thus do we find that the subject of popular education is exciting a large and growing interest among the people of different nations; and that, in this connection, the schools of New England are attracting observation, and exerting a constantly increasing influence.

If, therefore, our fathers are justly honored, both here and abroad, for the work they so nobly begun, let this generation feel the responsibility which rests upon them, not only to sustain that work, here and now, for the good of our own people and the benefit of mankind, but so to improve it, that it shall go down, with added advantages, through all coming time.

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The Gradual Growth and Expansion of the School System.—It is now two hundred and thirty-one years since the first Public School was established in Boston, (1635,) which takes us to within five years of the very commencement of the town. This school continued to be the only place of public instruction for the space of forty-seven years; when, in 1682, two other schools were established for instruction, principally in writing and arithmetic. During this period, the only reading book used in the schools was the Bible. Then, prompted by the desire of a more thorough knowledge in grammar, came the formation of a department bearing that designation, from which our popular term of "Grammar Schools" originated. The separate departments of grammar and writing, divided the pupils between them, the scholars passing alternately each half-day from the one department to the other; the grammar department being generally upon the upper floor, and the writing school upon the lower floor, forming two independent systems. This was the origin of what was afterwards known as the two-headed system, which continued down to 1847, when, after several unsuccessful efforts, it was finally abolished. The condition of the schools, as has just been described, continued for more than one hundred years; and, through all this period, and for half a century after, the whole privilege of the Public Schools was limited to boys. It is a curious fact in the history of our schools, that not until 1789 were girls admitted, and then only on account of a peculiar circumstance, which also shows us the primitive character of the times. From the middle of April to the middle of October, so large a number of boys were engaged in agricultural or industrial labor, that the schools became greatly deserted; and to occupy in some way this incidental vacancy, girls were allowed, during the interval, to attend the schools. This summer privilege for girls was continued for thirty years, when it was found to be so satisfactory in its results, that the time was extended to eight months; but not until thirty-nine years after they were first admitted to the schools, and not until ninety-three years after the earliest Public School for boys was established, were the girls admitted to a full and equal share in all the privileges of the Public Schools. Here, also, is manifest the truth,—"first the blade, then the ear; after that, the full corn in the ear."

But still further, the gradual development of affairs is observable in the fact, that for one hundred and eighty-two years after the establishment of the earliest Public School, no child was admitted to the free schools until the age of seven years. Children, before that, were taught at home, or under private care; there was no public provision for the instruction of children under that age. Not until 1817 was the earliest effort made in this direction, when a committee was appointed to consider the subject, who reported against it. But the year following, the need was so keenly felt, that a petition was drawn up by the citizens, which led to a recom-

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mendation in town meeting, June 11, 1818, with a vote that five thousand dollars from the public fund should be appropriated to defray the expenses of a new order of schools.

Such was the origin of the Primary Schools,—numbering at this day two hundred and fifty-seven teachers, and twelve thousand five hundred and fifty-three pupils. Here also is the noticeable fact, that these schools, at the beginning, were not under the immediate supervision or care of the regular School Board, but were under the direction of thirty-six gentlemen appointed "to provide instruction for children between four and seven years of age." Thus there came into existence two distinct orders of schools, under the care of two wholly separate bodies of men.

In thirty years these Primary Schools had so increased, that the expenditures, from five thousand dollars had become over one hundred thousand dollars, and the committee of thirty-six gentlemen had expanded to one hundred and ninety. They virtually filled their own vacancies; exercising extraordinary privileges; and, disconnected from the school board, the whole arrangement lacked harmony, and caused often a conflict of purpose and opinion. The mechanism was anomalous, and became more and more unmanageable. The whole condition of things had grown up by circumstance, and needed a complete change and readjustment. Nothing but the fact, that both bodies of men were public-spirited, intelligent, judicious and honorable, rendered the working of this double-system endurable. Twice the question of an entire change was agitated, in 1839 and in 1849; when finally, in 1852, a special communication was made by the mayor to the city council, which was referred to the Committee on Public Instruction. A conference was held with both school committees; and after full deliberation on the remodelling the city charter in 1854, a thorough change was effected. The separate Primary committee was abolished, and a new organization was appointed, composed of six gentlemen from each ward, forming a board of seventy-two members, each holding office for three years, one-third annually going out, and an equal proportion coming in; giving the character of permanence and renewal.

Since that period the Grammar and the Primary Schools have been under the direct care of one body of men, who, divided into sub-committees, have charge of their several districts, each clothed with a certain individual power, yet each amenable to the central board. The detail of this organization has been very carefully considered and wisely arranged, and the working of it has been, thus far, very perfect.

The Primary Schools, which for so many years had not been under the care of the school board, except very indirectly, were still held, as it were, apart from the Grammar Schools, with which they were, by nature, so vitally connected. These Primary Schools were avowedly for the very purpose of preparing pupils for the Grammar Schools, and yet the head-

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master of the Grammar School,—though he could look into the several departments of his own school, and direct the courses of education, so that the lower should harmonize itself with the higher,—could not thus go into the Primary School, where all the early foundations of education were being laid, except semi-annually, and then, for the sole purpose of examining the graduating class, just as that class was really to step into his own school. There were three years of study, antecedent to this, in which habits of thought were formed; and views, correct or erroneous, were being established; the young mind, at its most impressible period, receiving a bias which would in all probability continue; and yet the experienced, well-qualified and thoroughly-educated head-master could not go into these Primary Schools, to correct mistaken methods, to offer salutary suggestions, and, in fact, from the earliest moment, in some respects the most important moment of all, to exercise a directing care.

Many of the teachers in the Primary Schools, young and inexperienced, collected under one roof, were pursuing their separate methods. It was evident, to many observers, that there was need of some competent master-mind to direct and harmonize the whole.

To effect this has been one of the leading efforts of the past year; and the final action of the board, your committee believe to be one of the most important measures, yet introduced, for the advancement of the schools. We believe if the general views proposed are faithfully adhered to, they will carry forward our whole educational system, and form a new era in our schools.

The superintendent of schools had repeatedly urged the suggestion. At length, in June, 1865, at a regular meeting of the board, a special committee of five was appointed, to consider and report upon this subject. This committee having carefully weighed the matter, at the meeting in December, had leave to report in print. The measures proposed in this report have been the subject of much deliberation on the part of the board, and their decisive action has led to the final, and as it is believed, most salutary step.

At a full meeting of the school board, October 1, 1866, called expressly to act upon this subject, after a general expression of opinion, the following order was passed:—

CITY OF BOSTON,
IN SCHOOL COMMITTEE, Oct. 1, 1866.

Ordered, That Chapter X. of the Rules and Regulations be amended by inserting, after Section 2, the following, to be designated as Section 3; and that the numbers of the subsequent sections be changed to correspond therewith.

SECTION 3. The masters of the Grammar Schools shall perform the duties of principal, both in the Grammar and Primary Schools of their respective districts; apportioning their time among the various classes, in such manner as shall secure the best interests, as far as possible, of each pupil throughout all the grades; under the direction of the district committees.

Attest: BARNARD CAPEN, *Secretary*.

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Emulation.—In regard to emulation, by a vote of the board, during the past year all medals have been prohibited henceforth from the girls; so that the evils, connected with medals, are now concentrated upon the boys.

The superintendent of schools, while he gives his hearty approval to this step, adds that it is his earnest hope that the Franklin medals may speedily share the same fate.

The subject of a diploma, to be given to all who shall creditably go through the prescribed studies; the exact character of the diploma, and the principles upon which these diplomas shall be distributed, remain for the consideration of the board.

Discipline.—Much has been said upon the subject of punishments. It is the wish of the school board, by every reasonable means, to inculcate gentleness. The rule applying to teachers is explicit: "All instructors shall aim at such discipline in their schools, as would be exercised by a kind, judicious parent in his family." It is also required that every instance of punishment shall be reported, with an exact statement of the degree and the cause.

Is the question asked, "Why not prohibit punishment altogether?" It may be said in reply, that no system of national, State or municipal government, is known to exist among men, in which punishment for violated law has been wholly set aside. Under the Divine government, the transgressor is not entirely exempt from penalty and pain. What, therefore, the wisest men, in all ages, have found essential as an underlying principle; and what the Infinite Mind has interwoven with all the plans of His providence, the board feel may wisely be retained, as a reserved power, for the support and security of a proper school-discipline.

By a simple method, punishment will cease:—if the children do what is right there will be no penalty; but, in case of deliberate wrong-doing, and particularly of persistent wrong-doing, there must be positive authority somewhere. The spirit of misrule, lawlessness, and insubordination, wherever they exist, should be brought under speedy subjection. Anarchy and rebellion must receive, with promptness, a decisive check. Physical coercion is not agreeable, still there are things worse than physical coercion; and, if obedience cannot otherwise be obtained, then let this control. The power to rule must be firmly maintained; but (and there is no inconsistency in this) with the reserved power, there should be a clear recognition of the law of love,—a consciousness of the immense advantage of being able to hold sway solely by moral force;—while even in the extremest cases the moral element should predominate. It is important, under all circumstances, in dealing with the young, to cherish a spirit of true humanity. Moroseness of temper and despotic harshness should, without delay, be discarded from every school-room forever.

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At the beginning, let the right instructors be chosen—teachers who can safely be trusted with power, who will know how to hold authority with considerate judgment; careful in requirements; avoiding unreasonable antagonisms; withdrawing, as far as possible, incentives to wrong-doing; calm, self-possessed, mild, yet firm—such teachers, we may be very sure, will maintain that benignant discipline so well described in the rule as exercised "by a kind, judicious parent in his family."

Vocal and Physical Gymnastics.—This department in our schools unites, upon philosophical principles, the best exercise of the vocal organs, with a thorough system of physical training. Professor Monroe by his instructions has not only conferred great benefit upon the pupils, but has rendered valuable service to the teachers; enabling them to carry out his plans; developing the physical powers; and aiding, in a remarkable manner, the management and modulation of the voice in reading—thus laying a good foundation for the instructors of music, the advantages of which cannot fail to be seen, even by the most superficial observer.

Instruction in Music.—Much as has been done for instruction in music through former years, we believe that never was the whole system so complete as at the present time. Formerly there were separate plans conducted by teachers who had no uniformity of method or purpose. Now, under the general direction and supervision of the committee on music (of which it is enough to say that Dr. J. Baxter Upham has been the efficient chairman for the last nine years,) the three departments of Primary, Grammar and High Schools have been placed in the hands of Messrs. Zerrahn, Sharland and Mason, all able teachers, peculiarly adapted to their work, possessing individual gifts, and acting in unison with each other,—each with a remarkable faculty for imparting knowledge, and awakening enthusiasm in the minds of the pupils. The science of music, in its elementary principles, is taught, even to the younger children, in so thorough a manner, as will leave nothing to be unlearned; inducing a readiness to advance, with perceptible rapidity, under the instructions which will follow.

Music, as conducted in our schools, exerts now an elevating and refining influence through the whole process of education. It is not only the cultivation of one of the most marvellous and beautiful gifts God has bestowed upon his children; offering a constant resource, (a joy and a solace, for all the coming discipline of life,) but it is more than this,—it is an actual help in the development and culture of all the other faculties. The whole mind moves with greater ease and success because of the influence thus exerted. The mental faculties are sympathetic; the spirit of music, blending with, and flowing through all, like a subtle magnetic life. As there is a hidden harmony in all created things, melody being elicited by wind and wave; thus, wrapped up within the nature of the child, are powers, which never

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work so harmoniously, and therefore so advantageously, as when this gift is allowed to develop itself in unison with the whole educational process. It is more than a mere pleasure, even when pursued as a recreation. According to the etymology of that word, it may become re-CREATION,—melody, with the breath of life, RE-creating the whole nature. Have we not all felt this? Is there, at any time, a prevailing listlessness, a sense of exhaustion or fatigue? Call up the delightful exhilaration of music. How will one verse of a spirited song dispel the clouds, sending sunlight through every mind!

What a new interest does the cultivation of music in the schools throw into the affections of home! How many firesides possess, through this gift, an added charm! Separate as the schools are from the church, yet it is pleasant to remember that every church, and the Sunday school connected with each church, has the advantage of all the knowledge of music that has been thus gained. The correct ear and disciplined taste, united with the well-developed and richly-modulated voice, has come from the school. Thus a new power has been unconsciously introduced from the school into the sanctuary, kindling into added fervor the services of the house of God. Whenever the voice of the great congregation unites in anthems of praise, in that full tide of melody, sweeping onward like the waves of the sea, we have one of the grand results of the teaching of music in our Public Schools.

The constant, systematic, thorough teaching of music to more than twenty-seven thousand children, in every walk of life, through a whole city, and that persistently, from one generation to another, must produce an influence for good, which cannot but be widely and deeply felt.

Drawing.—While we rejoice at the proficiency which has been acquired in music, we think that drawing is worthy of far more attention than is now given to it, not as an ornamental branch of education, superfluous unless as a matter of show, but as a most desirable discipline both for the eye and the hand, essential to the best culture of the perceptive faculties, identified with habits of pure taste, and in many respects of the greatest practical advantage, not only at the time of youthful study, but through the whole of the maturer life. There is hardly an artisan who would not be a better workman, if he knew how to handle a pencil; and neither a merchant nor a professional man would be the less qualified for his duties, if he knew how to draw a plan, or sketch a landscape.

This study is connected with habits of correct observation. It opens the eye to nature. It is in itself a language. It becomes to the possessor, forever, a pleasant resource, while its pursuit is, in nearly all cases, so delightful as to be a joy rather than a task. Besides which, it is an actual aid in the development of the other faculties. But we need not attempt here to enumerate the many advantages connected with this study, or the

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great addition of power which the possession of this gift imparts to the teacher.

We would make drawing one of the requisite qualifications on the part of a teacher; and would also have more time devoted to its instruction in our schools.

School Committee.—R. C. WATERSON, HENRY A. DRAKE, E. D. G. PALMER, ORIN T. WALKER, JOSEPH D. FALLON, SALEM T. LAMB, CALVIN G. PAGE.

The Primary Schools are in a prosperous condition. From year to year, I can see a steady and constant progress, both in the methods and spirit of instruction and in the character of the discipline.

Although I am happy to give my testimony to the great general excellence of these schools, I cannot honestly say there is no room for improvement. I should be glad to see in them more of teaching and less of the mere hearing of recitations, especially in the lower classes. Tasks are good; but there are other good things besides. We must understand that a school wholly devoted to task-work, and the memorizing of text-books, cannot be a first-rate school. All the high pressure, or nearly all, that is injuring the girls in Private and Public Schools, of all grades, results from the attempt to learn things that had better not be learned at all—certainly not in the way they are learned. Writing and spelling occupy much of the time in the high division of the Grammar Schools. I can see no real necessity for this. With all our facilities for teaching, these branches ought to be learned sufficiently well before the pupils reach the graduating class. This would be the case if the masters were not chained to the first divisions of their schools.

The location of school-houses is another matter which may very properly be considered in this connection. Other things being equal, it is desirable, of course, that the school-house should be placed in the centre of the district from which the pupils are to be drawn. But some persons seem to consider it the one essential thing in school architecture to locate the building in the exact geographical centre of the territory to be accommodated, wholly regardless of the fitness of the spot in other respects. The interests of many schools have been sacrificed to this absurd notion. In country districts, we see its practical illustration in the school-houses perched upon bleak sand hills or planted in swampy hollows. I am sorry to say that some of our schools have suffered not a little from the operation of this idea. Wherever a school-house is located, it should, at all events, have good surroundings, that is, it should be in a good neighborhood; the best attainable in respect to morals, health, quietness and taste. The point I would make is that such requisites as these are far more important than the saving of a few rods of distance to be travelled over by pupils.

After much study and many efforts, we seem to have settled some

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important points in building school-houses, such as the mode of seating, the providing of a separate school-room for each teacher, and the proper model of such rooms as to size, arrangements, and the essentials of the clothes-rooms connected with the school-rooms. In these particulars our more recent school-houses are as good as could be desired. In a pamphlet by G. P. Randall, an accomplished architect in Chicago, containing plans in perspective of several noble school-houses which have recently been erected in the North-Western States, a document well calculated to open our eyes to the extraordinary educational enterprise of that section of the country, I find the following statement respecting the arrangements of school-rooms:

"It is now pretty generally admitted by practical educators that a single room, large enough to seat from fifty to sixty-five scholars, and exclusively under the supervision and instruction of a single teacher, is better than a larger room, with recitation-rooms and assistant teachers. I make designs for them both ways, but probably not more than one in fifteen with the large room and recitation-rooms attached. As I am generally instructed in this matter, it follows that teachers are almost unanimous in the opinion that the single-room system is the best; and it is the system adopted by the school board of Chicago in the Public Schools of this city."

The origin of this system may be easily traced to the Quincy Grammar School-house in this city, erected in 1847-8, the plans and description of which were published in Barnard's School Architecture. Another feature of this edifice as it then was, has not been so generally imitated, but which, I trust, will ultimately come to be considered an indispensable element in every Grammar School-house, namely—a hall large enough to seat comfortably all the pupils accommodated in the several school-rooms. This is the case already in the city of New York.

But in respect to the important elements of heating and warming, we are still unsettled. Within the past twenty years there have been three radical changes made in the mode of heating our Primary School-houses. First, the old-fashioned coal-stove gave place to Clark's ventilating stove. Subsequently this stove gradually went out of use, and in its place the ordinary cylinder coal stove was substituted. Lastly, this stove has been removed and hot-air furnaces introduced. The High School buildings are heated with hot-air furnaces; and nineteen of the Grammar School buildings are heated in the same way, while two are furnished with different systems of steam-heating apparatus. For ventilation, most of the buildings have Emerson's caps, with a separate ventiduct for each room, furnished with two registers, one near the ceiling and one near the floor. Robinson's system has been applied to one Grammar and one Primary building; the Normal Hall is furnished with the Archimedean system, and the Prescott School with Leed's caps. To furnish school-rooms in large and high build-

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ings with an abundant supply of pure air of the requisite temperature and humidity, for health and comfort, is a difficult problem. Considerable progress has been made, no doubt, towards its solution, and it is hoped that the committee on public buildings will continue to experiment on it, guided by the principles of science and the light of experience, until satisfactory results are reached.

The question as to the maximum number of stories in height to which a school-house should be carried has caused some discussion amongst us. Nearly all the Grammar School-houses are at least four stories high. Several are practically five stories in height, as they have their play-ground on a level with the basement. There can be but one argument thought of in favor of carrying school-buildings up to this great height, and that is the argument of economy. As sky costs nothing, the expense of a building four stories high is less than one of the same capacity which is two or three stories high. But a school-house is never truly economical unless it meets the requirements of health, convenience and safety. In all these respects the four-story plan is decidedly objectionable, and I earnestly hope that it will be wholly and forever repudiated. In Baltimore, a large and fine building has been erected for a Girls' High School. This edifice is only two stories high. There is in the same city another building three stories high occupied by a school of the same description. This school-house is considered too high, and it is proposed to build one to take its place which shall be only two stories high. In this particular the educational policy of Baltimore is certainly wiser than that of our own city, and more truly economical. Our new Primary School-houses are, with a single exception, three stories high, and it is to be hoped that no one will ever seriously think of carrying one to a greater height.

I have said that we seem to have arrived at a definite idea of what a school-room should be in respect to size, arrangements, proportion and seating. This is an important step gained. But what should be the standard number of rooms for a building? This is a question which has very important bearings on the interests of our schools, and it deserves the most serious consideration of the board. In what I have to say on this topic, I do not propose to refer to High School buildings, which constitute a class among themselves. By referring to the preceding list of school-houses, it will be seen that fourteen school-rooms is the number contained in each of the more recent buildings, excepting that of the Prescott School, which has sixteen. The former number of rooms will accommodate about 800 pupils and the latter 900. It thus appears that the Prescott School-house, the latest on the list, is designed to accommodate a hundred more pupils than could be seated in any one of the very large buildings which had been previously erected. Now, in view of our system of classification, the course of study required, the way in which pupils are promoted, the management

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in respect to graduation, and the distribution of the work of instruction to teachers of different sexes and grades—considering these circumstances, and looking back upon the operation of the schools twenty years ago, when the number of pupils to a master averaged about one-third as high as it now does, to my mind it is clear that the tendency to increase the size of our schools is a bad tendency. Other things being equal, I should much prefer to send a child to one of our schools of the smallest size rather than to one of the largest. It is true, in general, that a large school may be more efficient and economical than a small one. But there must be a limit somewhere. It is certain that a school may be too large as well as too small. In some cities the schools are too small, in others they are too large. There are two objections to small schools; first, the expense of salaries sufficient to secure first-rate principals—and without such principals you can never have superior schools; and, second, they cannot be perfectly classified, and so the teaching power cannot be applied to the best advantage. On the other hand, as you increase the size of a school, conducted on our present plan, you diminish the chances which a pupil has to get through the school and graduate at a suitable age. I do not say that our schools might not be organized and conducted in such a manner as to obviate this objection, but the accomplishment of this object in the face of the opposition which it would inevitably encounter, is a consummation rather to be desired than expected. Instead, therefore, of attempting to change the organization so as to adapt it to the largest sized building, it seems to me wiser and more practicable to adapt the size of the buildings, hereafter erected, to the organization as it now exists.

But besides the radical objection to the size of the largest buildings already stated, there are others of grave importance. One of these is its tendency to keep large and numerous "school colonies," so-called, in poor and unfit accommodations. Ever since the large schools have been in fashion, we have had almost continually large colonies, or branches of one or more Grammar Schools, stowed away in rented rooms, where the pupils suffer many inconveniences and disadvantages. The Chapman School had colonies scattered about in different buildings for eight or ten years, before it was relieved by the erection of the Prescott house. There are still at this very time eight of our Grammar Schools with colonies of this description attached, comprising twenty-five divisions, with pupils enough to make three good-sized Grammar Schools. The cause of this state of things is plain enough. It is found in the policy of building very large school-houses. For it is obvious, that in order to justify the great expense of erecting one of these colossal edifices, there must be a large surplus of pupils in a given locality. To furnish these colonies with better accommodations, it has been proposed, in two or three cases, to erect buildings for their special use, thus making them permanent branch schools—a remedy worse than the disease,

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and tending only to aggravate and perpetuate all the evils of over-grown schools. The true and effectual remedy for this great evil of keeping in operation so many colonies outside the regular school organization, is to be found in the policy of limiting the size of our buildings to reasonable dimensions.

There is another serious evil connected with this system which has been too little regarded. It is the necessity which it involves of bringing together, to make up the schools, the most diverse and heterogeneous materials. I know this is an extremely delicate subject to touch upon, but I am satisfied that it ought to be considered, and therefore I shall venture to throw out some suggestions upon it, and take the risk of having both my motives and my judgment condemned. My sympathies naturally lean very strongly to the indigent classes who are struggling to better their condition. But I remember that the image of justice is pictured to us with bandaged eyes, to symbolize her impartiality. The just rights of all classes should be equally regarded; and while we are anxious to provide every needed facility for the education of the children of the poor, I think we ought not to ignore the educational wants of the wealthy portion of the community, who pay taxes so largely and liberally for the support of our schools. I think that Beacon Hill should be just as well provided for as Fort Hill. But if you build a school-house large enough to accommodate both localities, and require the parents to send their children to that one school or none, it is obvious that both sections are not equally provided for. But this supposed extreme case illustrates the kind of injustice we are doing, to a greater or less extent, all over the city, by the large-school system. I often point with satisfaction and pride, as an evidence of the success of our system of Common Schools, to the fact that boys from the wealthier families, and the sons of the highest officials, are found in the same schools with the child of the African race, and the poor newsboy. But I see plainly that there are necessary limitations, even in our intensely democratic community in the practical application of this idea of bringing together the representatives of the extremes of society in the same school-rooms. The children of the poor must go to such schools as are provided for them, or not go at all; but if the schools provided do not suit the taste of the wealthy parent, he can and will withdraw his children and put them under private tuition. You may say, let him do it, then. That is not however my way of disposing of the matter. I hold to the great principle that Public Schools should not only be free to all, but that they should be made good enough for all, so that, so far as practicable, the children of all classes may attend them. To this end the schools must be adapted to the wants of all. I am well aware that this cannot be done in this country by copying the British system of caste schools, which is based on the idea that the laboring classes, the middling classes and the aristocracy, must each be educated in separate

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and distinct classes of educational institutions. I only mean to maintain, and this I do maintain firmly, that the wealthy citizen in Boston ought not to be virtually deprived of the advantages of the Public School, which he would enjoy incidentally, if the school-houses were only kept within the limits as to size which a proper regard to efficiency and true economy demands.

Having now presented some of the objections to the policy of building very large edifices for Grammar Schools, I am prepared to give my answer to the practical question, What should be considered the standard size for a Grammar school-house? I proceed on the assumption that there is a natural limit to the size of such a school for the purposes of economy and efficiency. And in view of the vast and varied interests involved in the management of public education, it is highly important to understand what that limit is, and to make our school architecture conform to it. This principle is aptly illustrated in navigation. The size of the vessel must be adapted to the business, or profits do not accrue. What would be thought of the business sagacity of the ship-owner who should send his coasting schooner to India, and put his Indiaman to the coasting service? What steam is in navigation, classification or grading is in school economy. But the application of steam to navigation has its natural limitations, as the experiment of the Great Eastern has proved. And so has classification its proper limits, as has already been shown in some overgrown graded schools which seem to have been modelled on the pattern of the mammoth steam-ship. To determine the proper size of a Grammar School, it is only necessary to ascertain how many pupils are required to secure a good classification, and then adapt the size of the edifice to the accommodation of this number. To ascertain this number is a practical problem. It is easily solved by experience. Every intelligent educator understands it. All would not of course fix upon exactly the same number, but there would not be an essential difference of opinion among experts. The able superintendent of schools of New Haven thinks that both the Primary and Grammar grades combined in one organization in one building require only about 750 pupils for the purposes of a good classification; and he bases his recommendations respecting school architecture on this conclusion. This I should regard as the minimum number for the purpose, if I must take in pupils from five to sixteen years of age. But our system of Grammar Schools includes pupils from eight to sixteen years of age. Within this range, I consider 500 pupils about a fair average necessary for the purposes of a good classification, and a building large enough to accommodate this number is my standard for a Grammar School organized as ours are. I do not say that I would never build one larger or smaller; I should pay a proper regard to other considerations; in every particular case to be provided for. But this would be my standard, all variations from it being

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considered as exceptions. Now, what sort of a building will answer this purpose? I answer, a building nearly resembling the Chapman school-house in proportions and capacity, being three stories high, and having ten school-rooms and a hall large enough to seat all the pupils accommodated in the school-rooms. I do not name the Chapman as a building to copy in all details, nor yet in architectural taste, for it is by no means a model in respect to beauty; but I refer to it as containing the essential accommodations for a Boston Grammar School. We may take pride in showing strangers an enormous four-story school-house, as evidence of our liberal provisions for free schools, but we cannot afford to sacrifice our substantial educational interests for the sake of any such gratification. We do not want mere show schools: we want real educating schools.

A Grammar School of five hundred, with the Primary Schools grouped around, which should be placed under the same head, is as large as is desirable for the proper supervision of one principal.

Evening Schools.—I feel constrained again to invite your attention to the subject of Evening Schools. This class of schools is designed for the instruction of such persons as have not acquired a competent education, and yet are unable to avail themselves of the advantages of the day schools. That there is a considerable number of persons of this description residing in this city, does not admit of question. We know, indeed, from reliable statistics, that the attendance at the Public and Private Schools is very large in proportion to the whole number of children of the proper school age. The proportion attending the Public Schools, we are proud to say, surpasses that of any other large city whatever. This fact stands out as the most gratifying distinction of our system of public instruction, and affords the best proof of its excellence and success. But we cannot say that we have reached the ideal standard at which we profess to aim. The essentials of such a standard are that the Public Schools should be good enough for all, free to all, and attended by all whose education is not otherwise sufficiently provided for. The fundamental idea of the American system of free schools, which had its origin on this very spot, is that it undertakes, at the public expense, to put the means of a competent education within the reach of everybody. We profess to have done just this thing, and in a certain sense our professions are in accordance with the facts, for we shut the doors of our schools against no child of the proper age who asks admission, all comers being welcome, and if indigent, supplied with the requisite books. But in another sense our profession is not justified by the facts of the case. Practically, we do not put the means of education within the reach of everybody who needs it. We do not provide the means of instruction for a class of persons from fourteen years of age and upwards, who are so situated that they cannot attend a day school, but could attend a school kept in the evening for a portion of the year.

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The stork in the fable, that had his soup served in a plate, by the cunning fox who invited him to dinner, was practically not served at all, as his attenuated mandibles were not adapted to that mode of taking food. We cannot say, without qualification, that we have put the means of education within the reach of everybody, until we not only maintain schools enough, but schools kept open at the times and places which make them available. It is our great and just boast that we plant the Public School at the door of every child, but we cannot say that we actually furnish schools adapted to the wants of all. We admit that we are bound to provide for the proper education of all youth, but for the practical accomplishment of this object, it is necessary to make the schools accessible in respect to time as well as in respect to place. To determine whether education is in the reach of all, we must inquire not only where the schools are located, but also when they are kept open.

Some years ago, when this subject was under consideration, those who aimed to narrow the limits of public education, instead of enlarging them, objected that municipal corporations had no legal right to provide schools for teaching the elementary branches to pupils above fifteen years of age. This objection has been wholly removed by legislative enactment, (General Statutes, chapter 38, sections 7 and 8.)

This provision of the statutes makes the legal right of the city to establish evening schools for youth above fifteen years of age clear and indisputable, and the school committee are empowered to determine the branches of learning to be taught in them, without any limitation whatever. The real question, therefore, and the only question that can now be raised respecting the establishment and maintenance of schools, is the question of expediency. Here, possibly, there may be room for an honest difference of opinion. There are two considerations which seem to me to cover substantially the whole question of expediency. The first of these relates to the effect which evening schools would have on the day schools. If evening schools are opened, would not the cupidity of parents lead them to withdraw their children from the day school, and put them to work, leaving them to the evening school alone for their education? Possibly there might be the disposition to do this on the part of a depraved class of parents. But it is plain that this evil may be guarded against by proper regulations as to the conditions of admission, none under the age of fifteen being admitted, except in cases of pressing need. One of these extreme cases which came under my observation awhile ago, may be cited as an illustration. Here was a bright, active boy, thirteen years of age, the son of a poor widow. He was earning twelve dollars a week, which went to help his mother support the younger children of the family. His mother could not afford to give up this income and send him to the day school. She wanted a good free evening school for him. The boy seemed fully to

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comprehend the situation, and he desired to continue his work, and eke out his education in an evening school; but in all this great city of schools there was no evening school suitable for that brave, bright boy. In other words, our system of education does not put the means of education practically within his reach. Now, we have among us a class of persons, including both children and adults, who, by reason of the poverty, cupidity, neglect, vice or crime of their parents, or from orphanage or other causes, have been, and are, deprived of the advantages of schooling. Our day schools, as now conducted, are not adapted to meet their wants. Unless some other instrumentality is employed, they cannot be reached. The question is, Shall this element of ignorance, with all its attendant train of evils, be permitted to exist and perpetuate itself, or shall it be cast out, and wholesome education substituted for it? And shall we hesitate to do this evident, tangible good, lest we may, by a bare possibility, diminish, in some small degree, the amount of good we are elsewhere accomplishing? For myself, I do not doubt that the benefits resulting from a judicious provision for evening schools would outweigh its necessary evils a hundred-fold. And this opinion is justified, I think, not only by the abstract consideration of the nature and probable operation of the proposed schools, but by the experiments already made in other cities. In a majority of the first-class cities of the country, evening schools have been in successful operation for a number of years. As to their utility, there seems to be no difference of opinion among the superintendents of schools who have observed their practical working.

I find nowhere any complaint against evening schools on the ground of their interference with the prosperity of the day schools. But I am willing to admit that where good evening schools are opened, a certain number of pupils, old enough to engage in some industrial occupation, would depend on these for finishing their schooling, rather than continue in the day schools. And I maintain that this result would not be undesirable,—that it might even be a positive advantage, as the few pupils who might feel obliged to adopt this course, under proper restrictions, might thus secure the education they need at less expense to them, and at the same time earn the means of their support, and contribute something to the productive industry of the community. The interests of the day schools do not, therefore, as it seems to me, stand in the way of evening schools.

The other consideration which concerns the question of establishing evening schools at the public expense, is the fact that several evening schools have been already provided by benevolent associations. These charity evening schools have been in operation for eight or ten years. I cheerfully admit they have done much good. The benevolent and public-spirited persons, by whose labors and contributions they have been established and maintained, are entitled to much credit. They have had ample time to

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prove the capabilities of the charity system of supporting and conducting this class of schools, and now they themselves, certainly some of them who have labored longest in this enterprise, have come to the conclusion that they cannot accomplish all that is required, and that the time has arrived for municipal action. The charity system claims one and only one advantage over the public system as applied to evening schools, and that is the element of love and sympathy which the volunteer teachers bring to the work of instructing the peculiar class of pupils of which these schools are mainly composed. But experience has proved that the voluntary principle is wholly inadequate to meet all the wants of such evening schools as this community ought to provide. We need a system of classified evening schools of various grades, taught by teachers of experience and skill of a high order; such experience and skill as can be secured only by a proper compensation. Such a system we cannot expect to have, unless it is established and maintained at the public expense. Entertaining such views of this subject, it is my earnest hope that the board will, at an early day, take the necessary steps to organize and put in operation a system of evening schools, fully adequate to the educational wants of the city, which are not already supplied by existing institutions.—*Semi-Annual Report, March*, 1866.

The Primary Schools have made commendable progress during the past year. In my visits to them, I have found gratifying evidence of improvement in methods of instruction and discipline.

I have witnessed with great satisfaction the progress which has been made in the methods of teaching in these schools. Not that I find every teacher enterprising and progressive. I regret to be obliged to admit that there are some—a small number I am willing to believe—who seem to be stationary, having, apparently, no disposition, if they have the capacity, to take a step forward, content with things as they are, disliking the very sound of the word "improvement," and extremely anxious "to be let alone." Such teachers have mistaken their calling; they lack the essential elements of success in teaching, and it would be no loss to the interests of education, if they were permitted to retire from the service, and engage in some more congenial occupation. But, leaving out of the account this small, exceptional class, and speaking of the teachers of this grade as a body, I feel sure that I do them no more than justice, when I say that they deserve high commendation for their conscientious and zealous efforts to meet all the reasonable demands of their arduous and responsible position. The merits of many of these faithful and devoted teachers cannot be too highly appreciated. Language is inadequate to express the delight with which I witness the all but miraculous results of their earnest and skilful efforts. In saying this, I say what I feel and know, and I say it because of my conviction that these good teachers—and I am speaking only of that class

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—both deserve and need ten words of commendation, encouragement and appreciation to one of criticism and admonition.

Go with me into a school kept by one of these meritorious teachers. Observe the condition of the room,—its neatness, order and cleanliness; look into the happy faces of the pupils, reflecting the intelligence and love beaming from the countenance of their teacher. They have evidently come from homes of extreme poverty; but notice their tidiness, and especially the good condition of their heads and hands; and see their position in their seats,—neither stiff and restrained, nor careless and lounging, but easy and natural. The temperature, you will perceive, is what it should be, and the atmosphere uncommonly wholesome for a school-room,—no children roasting by stoves, or shivering in chilling drafts of air. What skill, and care, and patience, on the part of the teacher, have been employed to produce this state of things! Now witness the operations going on. The windows are opened more or less, according to the weather. The bell is struck, and the pupils are brought to their feet; they perform some brisk physical exercises with hands and arms, or march to music, or take a lively vocal drill, according to Professor Monroe's instructions. In five minutes the scene changes; the windows are closed, half the pupils take their slates with simultaneous movement, place them in position, and proceed to print, draw or write exactly what has been indicated and illustrated for them as a copy. The rest stand, ranged soldier-like, in a compact line, with book in hand, and take their reading lesson. Not one is listless or inattentive. Sometimes they read in turn, and sometimes they are called promiscuously, or they are permitted to volunteer; or the teacher reads a sentence or two, and the whole class read in concert after her; or they are allowed to read a paragraph silently. Now a hard word is spelled by sounds; then there is thrown in a little drill on inflection or emphasis. Many judicious questions are asked about the meaning of what is read, and all needful illustrations and explanations are given with such vivacity and clearness, that they are sure to be comprehended by every pupil, and remembered. The time for the lesson quickly glides away, every pupil wishing it would last longer. A stroke upon the bell brings the whole school to "position" in their seats; the slates are examined, and returned to their places; a general exercise on the tablets, or an object lesson follows. If the latter, perhaps it is on colors, the teacher having prepared for this purpose little square cards worked with bright-hued worsteds, or the children have brought bits of ribbon, or colored paper, or water-color paints,—very likely some one has brought a glass prism to show the colors of the rainbow. A verse or two of poetry on the rainbow is repeated. Now comes the music. A little girl takes the platform, and, with pointer in hand, conducts the exercise on Mr. Mason's charts. She asks about the staff, and notes, and bars, and clefs. They sing the scale by letters,

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numbers and syllables; and close with a sweet song. They are next exercised on numbers, not in mere rote repetition of table, but by combinations with visible objects,—the ball-frame and marks on the blackboard, —writing figures on the slates being interspersed with oral instruction. And thus goes on the whole session. You would gladly remain the whole day, such is the order, harmony and cheerfulness of the school. You see that the children are both pleased and instructed, that they are wisely cared for in all respects. Neither body, mind nor heart is neglected. The teacher is happy. She is happy, because she is successful; and she is successful, because her heart is in her work. She has the right disposition and this qualification multiplies tenfold all others. This is no fancy sketch, nor is it a flattering picture of some single school. It is only an imperfect outline of what may be seen daily in not a few schools. When I contemplate the excellencies of these first-rate schools, I say to myself, all honor to the admirable teachers who have made them such!

But there is no place to stop in this work of improvement. We must not rest satisfied with what has been achieved. The best must be made better; not by harder work, but by more skilful work, by more wisely-directed effort, by the growth, development and perfecting of the art of instruction, based on the science of education. The poorest schools must not be allowed to remain poor schools, if teachers are to be had who will and can keep good schools. All the teachers must be paid well, furnished with all the needed appliances, and encouraged and advised; then, if they do not succeed in keeping good schools, they ought to retire, and make room for those who can.

The action of the board by which the city medals have been abolished, although not suggested by me, meets my hearty approval; and I earnestly hope that the Franklin medals and the present system of Grammar School diplomas will speedily share the same fate. Not that these medals and testimonials have been entirely useless, but that on the whole they are, in my judgment, the cause of more injury than benefit. In place of them, I should be glad to see a handsome and appropriate diploma awarded, with all reasonable ceremony and circumstance of honor, to every boy and girl who fairly passes through the prescribed course of study. I cannot doubt that this plan would work as well in the Grammar Schools as it does in the English High School, where it is accomplishing much good, without doing any appreciable harm.

Several years ago, a detailed programme of the instruction to be given in each class of the Primary Schools was adopted by the board. Already the beneficial results of this action are apparent. It is now high time to undertake the difficult but important task of preparing a programme of studies and exercises for each grade in the Grammar Schools. The present course of study, as prescribed in the regulations, is too general

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and vague. As long as the course of study is so imperfectly indicated as at present, merely by naming the text-books to be used at the several stages, most teachers will feel obliged not only to confine themselves to the text-books, but to teach everything in them, or rather to require the pupils to learn everything in them. By this ill contrivance, the best teachers are hampered and cramped. They are constrained, against their better judgment, to teach many things which they deem useless, and to teach in a manner which they know is not the best manner. Some are driven by it to perpetrate the two grave educational offences of cramming and high pressure, which generally go hand in hand. A judicious programme would not only tend to remedy these evils, but it would advance the interests of these schools in various ways, and especially by securing a more equal and profitable distribution of the time of pupils and teachers among the required studies. Here is great room for improvement. Too much time is bestowed upon some branches,—those which are by the examinations made the test of the merits of the schools,—while others are slighted, to the great detriment of the pupils. Too much time is spent—wasted I am tempted to say—on spelling, in the upper classes. Why is this? Because they are almost always examined in this branch before the whole committee, and the per cent. of correct answers carefully noted, and not unfrequently compared with the results found in other schools. Suppose this misspent time were devoted to writing compositions, on the plan which has recently been brought before the teachers of the city by a professionally educated teacher who has bestowed great attention upon this subject, what a gain would be secured! We should then have, not only real practical spelling, but we should have along with it much of that kind of culture and education in which we are very generally deficient. A judicious programme would tend to promote similar improvements in the teaching of other branches.

The department of vocal gymnastics, in the skilful hands of Professor Monroe, has made signal progress during the past year. His well-directed efforts have been cordially seconded by most of the teachers, both in the Grammar and Primary Schools, and it is but just to state, that the measure of his success in each school has been determined by the degree of interest manifested by the teachers thereof. By teaching all the teachers in the Grammar and Primary Schools, he reaches all the pupils in those schools; and it is hoped that, before another year elapses, he will reach, either directly or indirectly, all the pupils in the High Schools. As it is the purpose of the committee on vocal gymnastics and military drill to present a full report on the operations of their department, it is not necessary for me to enlarge upon the subject at this time. I shall therefore content myself with the simple statement, that the results of the training in vocal gymnastics which has thus far been imparted, have been even more beneficial than I had expected; and that, in my judgment, the cost of time and

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money, by which they have been secured, bears no sort of proportion to their value and importance.

The Training Department ought to be no longer considered an experiment, but an institution permanently established. Its influence on our Primary and Grammar Schools has been in a high degree beneficial. A great many of our teachers have visited it; and it is safe to say, that every good teacher who has spent a half a day there has gone away a better teacher. There are always a few teachers, among so many as we have, who are wholly destitute of the elements of progress, and such, of course, would not be benefited by visiting any school. It must not be expected that every graduate of this school will surpass the best of those who have not enjoyed its advantages; but I think I speak within the bounds of truth, when I say, that every one of its graduates appointed to a place in our schools is worth to the city a hundred per cent. more during the first year than the same person would have been, had she gone directly into the service without the training here afforded.

But however valuable this training may be, it would be found that the graduates of the Girls' High and Normal School will not avail themselves of its benefit, unless there is a pecuniary inducement to do so. The demand for teachers of ability is so much greater than the supply, that the most promising graduates are at once furnished with places to teach in our Primary or Grammar Schools, without being required to take the training course. The effect of this process is apparent. The Training School will not get the best material to work upon. It may be said that the best do not need it, but the fact is that the best pupils are more improved by the course than the second-rate pupils. As a remedy to this evil, would it not be well to provide that the teachers who pass through the Training School should have the maximum salary at once?

But while the school itself should not now be regarded as an experiment, its system and methods should by no means be considered as a finality. It must be progressive. As soon as it pretends to have reached perfection in theory and practice, it will cease to be a true Training School. The principal thing it has to do for its pupils is to stimulate them to inquiry and investigation; and it will cease to do this effectually, just as soon as it ceases to inquire into itself, in order to find out and remedy its defects.

Although the graduates of this school, as I have stated, are vastly better than they would have been without its training, my observation has led me to think that they would have been much more successful if more pains had been taken to teach them the art of governing along with the art of teaching, for these arts are probably nearly in an equal degree capable of being acquired in a Training School, and the latter is made available only through the former. I would therefore suggest, with some diffidence, that a part

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of the time now devoted to natural history, should be given to the study of the subject of school government.

Perhaps the most important achievement of this school, thus far, is the demonstration it has made of what Primary pupils can accomplish without the evils of high pressure. It has shown that pupils may be prepared in the usual time to pass a most satisfactory examination for admission to the Grammar Schools, and at the same time acquire a large amount of knowledge and culture in addition, without any strain on their mental or physical powers. Not a few of our most intelligent citizens, having discovered the excellence of this system of training, have sought its advantages for their children.

The next step in this direction is to enlarge the scope of this school so as to include training for Grammar School teachers, or to establish a separate department for this purpose. We must aim to supply all our schools, of every grade, ultimately, with trained teachers. I believe the greatest evil of American schools at this time is to be found in the fact, that the teaching is done to so large an extent by novices, who have no distinct notion of what should be taught, or how to teach. Even here, with all our advantages many of our teachers enter the service without a competent knowledge of the work before them, and remain only long enough to serve an apprenticeship to the business, leaving just as they come to be really valuable; whereas they should begin with a knowledge of the business,—such a knowledge as only a Training School can furnish.

The following sketch of the course of instruction pursued in the Latin School, is taken from an admirable paper on the "Study of the Classic Languages," which was prepared by William R. Dimmock, Esq., an accomplished sub-master of the school, and read before the Massachusetts State Teachers' Association. From this statement it will be seen that the elementary English branches are properly attended to, and that the study of the French language is made very prominent during the greater part of the time allotted to the course:—

"Boys may be admitted to the school at the age of ten years. They are immediately placed upon Harkness's Latin Grammar, and the teachers labor constantly to so explain and illustrate the parts committed, that the committing to memory shall not be a mass of idealess words. So soon as they reach the paradigms of the first declension, the Latin Reader is commenced, and thenceforward they use the two books together. These constitute the only Latin of the year, a large proportion of the time being spent upon geography, arithmetic, reading, spelling, English grammar by comparison, penmanship and declamation.

"During the second year, these English studies are continued, and Viri Romæ and Nepos are read. Throughout the course of all the lower

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classes, after they reach the later parts of the Latin Reader, one lesson a week is a written translation, treated, marked and ranked as a lesson in English composition. Ancient geography is also commenced with this year, and continued throughout the course.

"In the third year, the common English branches are continued, and much time is devoted to them. The study of French begins with the commencement of this year, and henceforward the pupils have in it two recitations per week to their ordinary instructors, and three exercises in pronouncing, reading and speaking French with a native French teacher, making, for their course, an aggregate of about eight hundred recitations and exercises in French. The only Latin of this year is Cæsar's Gallic War; but in this year the study of Greek is commenced with the use, as text-books, of Professor Sophocles' Grammar and Lessons.

"In the fourth year, reading, spelling, penmanship, arithmetic, geography, declamation and French are continued, and algebra is commenced. The Latin of this year is Andrews's Ovid, and a part of the Æneid of Virgil. As a preliminary to the study of Latin poetry, the pupils commit the prosody of their grammar, hitherto that of Andrews and Stoddard. The committing of the prosody usually occupies the highest division of a class from a week to ten days,—not more. The lower divisions ordinarily omit many of the exceptions learned by the first. As it takes so little time to commit the whole of the prosody used, and as scanning (except merely mechanically,) presupposes so much knowledge of quantity, we do not commence its application,—contrary to our ordinary rule in the study of grammar,—until all has been learned. Some classes have nominally spent three or four weeks upon prosody, by taking but three, four or five Latin lessons per week; but our usual mode is to devote about a week entirely to it.

"During this fourth year, Xenophon's Anabasis is commenced.

"In the fifth year, with the continuation of the same modern studies, the Æneid of Virgil is completed, and the Eclogues are read; and, perhaps, I may as well say here as anywhere, that one of the specialties of the school instruction is the derivation of words, and tracing their philological connection in the four languages studied, to which considerable time is devoted, and more so during this year, perhaps, than at any earlier period of the course.

"Arnold's Latin Composition is commenced in this year, and the fourth book of the Anabasis is finished.

"In the closing year, to the other English studies geometry is added, and also ancient history. The Latin of this year is comprised in ten Orations of Cicero, in the Georgics of Virgil, and in Latin composition. The Greek consists of Greek composition, the last three books of the Anabasis, and the first three books of the Iliad of Homer. The members of the first class usually participate in a 'public debate' once in every five weeks."

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Such is in the main the course prescribed by the school committee; and which, as a whole, commends itself to our judgments and our experience. But we have, too, our express and our lightning trains. When Dr. Gardner became master of the school, anxious to reach the varied needs of those in the city who sought collegiate education, he added to our system what we term "Out of Course" Divisions, for those who, from their age at entrance, deem it unadvisable to spend so many years in their preparatory course; and we aim to prepare these for admission to college as rapidly as their industry and attainments will allow. We think very much of the advantage of the study of language is lost by those who commence late, and are pushed forward so rapidly; but, when it is needful or desired, they are fitted for the college examination as quickly as it is in our power, in four, three or two years; and indeed in one or two special cases, young men have entered Harvard from us, after but one year's study of Latin and Greek. This very year two young men entered Cambridge very respectably, who, when they came to us one year and seven months before, had not opened the covers of a Latin or Greek book. Two others had been studying for but two school years. Their course was abbreviated to the mere standard of the Harvard entrance examination, and necessarily in knowledge they could by no means compare with their classmates upon the regular course; nor do we think their knowledge will ever be as truly a part of themselves; but, during this short time, besides learning the more essential portions of the Latin and Greek Grammars, they had read a part of the Latin Reader, Cæsar's Gallic War, the whole of the Æneid, Eclogues and three books of the Georgics, ten Orations of Cicero, the Anabasis and three books of Homer.

"Other members of the same class had spent but three, and others four years in their preparation.

"Thus have I attempted briefly to describe the curriculum of the school, which we endeavor to adapt to the different wants of our more than three hundred pupils."—*Semi-Annual Report, September*, 1866.

Superintendent of Public Schools.—JOHN D. PHILBRICK.

CHELSEA.

Substitute Teachers.—A roll of substitute teachers, so called, is in the hands of the secretary of the board. This roll has been made up by examinations of candidates whose presumptive qualifications have been found sufficient to induce the test of the school-room. In case of a vacancy in any school, these substitutes have been employed to take temporary charge of the room for the purpose of testing their qualities and the probability of their success as teachers. Upon the resignation of a teacher, the substitute, if she be at first successful, is kept upon probation, under the rules, for a term of three months, when she becomes eligible as

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a permanent instructor. This course has given to our schools during the present year, several teachers who are now earnestly at work, and are satisfying the committee. A large proportion of these substitute teachers is made up of the graduates of the High School, many of whom have pursued the full course of the school under the incentive of becoming teachers. They have been encouraged to this by the committee and by the principal of the High School, and have been pointed to the best works on the subject of teaching and its most skilful illustrators. We deem this course to be eminently just towards these young ladies, some of whom have proved creditable and skilful teachers. And we would still further encourage them, not only to study the best theories of educators, but to make frequent visits to the best schools, and to examine the methods of the best teachers, with the assurance that such visits will hereafter be taken as evidence of their earnestness and determination to become permanently engaged in the noble cause to which they seem devoted.

Primary Schools.—If there be one principle well established in education, it is this, that the greatest care and attention are due to Primary Schools, as giving the first mental impression and direction upon which all subsequent study and attainment are founded. What in our judgment is now most needed for the Primary Schools of this city, is the careful and steady supervision of one head. The work and attainment in them at present are as various as the schools themselves. The standard of one committee man differs from that of another, and while we have many unquestionable excellent Primaries, we must, for want of proper supervision, have many inferior ones. Here is an open and wide field for the labor of a superintendent of schools, and we are of the opinion that without such an officer, or without the work that such officer would perform, the Primary Schools will never reach the proper standard of efficiency.

For the Committee.—T. P. Cheever.

WINTHROP.

We wish to call your particular attention to the importance of permanent teachers. There is a necessity, sometimes, of trying a new teacher, but of all changing of employees, the most needless, costly and fruitless is the practice of placing a new teacher annually in our school-houses.

When the teacher enters the school-room, every character and face, perhaps, is new, and he must know them intellectually and morally before he can successfully teach them. There are many ways of simplifying and illustrating each recitation, and he only who understands the character of his scholars can adapt these many ways to the great diversity of mind and character with which he has to deal. It is not the work of a day to be able to read the heart of a child and conform yourself to his understanding. The teacher must thoroughly understand his pupils before he can best

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know how, in each case, to arouse the indolent, restrain the vicious, and with a love and sympathy for all, cause a flow of harmony to pervade the whole school. We dwell upon this point, and press it, and ask for its particular consideration, because it is a point of grave importance. In a mixed school like our Grammar, there will be inevitable disadvantage and loss in exchanging one good teacher for another even better, at the commencement of the winter term. These are the considerations which have influenced your committee in their selections of teachers the past year.

School Committee.—H. S. Soule, Lucius Floyd, Charles S. Tewksbury.

ESSEX COUNTY.

AMESBURY.

We would advise parents not to hurry children through their course of study at school, as the evil consequences thereof will surely be felt sooner or later. Time is lost rather than gained by this haste; for it is too often the case that young men and women have to learn over again what was hurriedly and imperfectly learned while at school, as soon as it is necessary practically to apply their knowledge to the business or duties of life.

We would also invite the attention of parents to the evil practice of sending children of too tender years to school. From five to fifteen is the standard age laid down by the Commonwealth of Massachusetts, yet it is our opinion that children under six years are far better off left to their plays than confined to a school-room. There are some precocious children of that age who will rapidly learn reading and the rudiments of knowledge, but even they, as well as those not so mature, derive such harm from the unnatural confinement of a school-room, and the tax imposed upon their undeveloped minds, as greatly to overbalance all that can be gained by them in mental development during that one year. The school-room is a punishment to them, and they are a punishment to the teacher, who can scarcely make their young minds understand that "Order is Heaven's first law." It is quite often the case, especially so in the more populated parts of our town, that the smallest children are sent to school because they are troublesome, while the older ones are kept out of it because they can be made useful at home. If, under such circumstances, our youth grow up in ignorance in spite of schools, it is not to be wondered at.

If parents would only attend to the physical development of their youngest children at home, or allow them to attend to it for themselves,

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and send the older ones regularly to school, and induce them to use faithfully all the privileges prepared for their education, the good results of such a course would soon be manifest in our community.

In concluding our report, we beg leave to call your attention to the necessity, as it seems to us, of abolishing the existing district system. This system has had its day, and is now fast dying out from our communities. With us it has been, and still is, a serious injury, on account of the great difference in the number of scholars in the different districts. Thus in one we find 370, in another 13, in another 12, and in one only 4. By the statistics you will see that the average attendance is 89 per cent., consequently the number actually using the school privileges is in some of the districts exceedingly small; in one case being reduced to only one. Small schools are not nearly as interesting as larger ones; and though we do not complain of teachers who have taught these schools, yet we are convinced that their task would have been easier, and the results more satisfactory, if the schools had been larger. Moreover, while the apportionment of school money in the larger districts is hardly enough to pay the services of first class teachers for so long a term as seven, and ten months, according to the vote of the town, it is entirely insufficient in the smaller districts. Present circumstances therefore necessitate either a shorter term for our schools, or a lower grade of teachers, neither of which is admissible. Would it not be better therefore, to abolish districts, and establish schools wherever necessary, under efficient teachers?

School Committee.—Jones Frankle, G. W. Nichols, Jonathan Nayson.

ANDOVER.

In the appointment of teachers thus far, residence in town has been a leading recommendation after the question of qualification has been determined. It is, on the whole, the safer rule thus to secure the permanence of the teacher's relation, than to go abroad for better teachers, seeing that we are unable to enter the market and compete with other towns in the State. We thus dwell upon the importance of this permanance of the teacher's relations, because it is our experience that change is sure to entail on the school a loss of some weeks, if not of the whole first term of service of the new teacher; an evil which is so seldom remedied by any improvement that may be secured under the new teacher, as to make any change of doubtful utility, if it have simply for its object to attain such improvement.

The policy of the school district system is necessarily to declare and make vacant all the schools in town at the end of each term or year, and hire anew. Besides the distractions which the school committee would suffer if they should do this now, the evils which would arise from destroying all encouragement in the teachers to do their best that they may retain

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the school which they have successfully taught, would prove fatal to any successful management of the charge committed to them. It is to be hoped, therefore, that the school committee will abide by the school regulations which they have made, and hire the teachers hereafter as is the usual custom under the municipal system, by the year, and keep them during the time that they shall serve satisfactorily to the committee.

If the young ladies of Andover, who look forward to serving as teachers in our Public Schools, would only strive to qualify themselves for the position with that thoroughness for which the State has made ample provision, there could never be any need, as in reality there is no desire, to go out of town for teachers.

School Committee.—BENJ. B. BABBITT, HENRY S. GREENE, SAMUEL H. BOUTWELL.

Course of Study in the Schools of Andover.

DIVISION.	First Term.	Second Term.	Third Term.
1st, . .	Alphabet and Primer.	Alphabet and Primer.	Alphabet and Primer.
2d, .	First Reader. Eaton's Primary.*	First Reader. Eaton's Primary.*	First Reader. Eaton's Primary.*
3d, .	Second Reader. Eaton's Primary. Primary Geography.*	Second Reader. Eaton's Primary. Primary Geography.*	Second Reader. Eaton's Primary. Primary Geography.*
4th, .	Third Reader. Eaton's Intell. Arith., § 1. Introductory Geography.	Third Reader. Eaton's Intell. Arith., § 2. Introductory Geography.	Third Reader. Eaton's Intell., §§ 3 and 4. Introductory Geography.
5th, .	Fourth Reader. Eaton's Intellectual Reviewed. Introductory Geography. Grammar, lesson 26–40.†	Fourth Reader. Eaton's Intellectual, reviewed to 5th sect. Introductory Geography. Grammar, lesson 41–46.†	Fourth Reader. Eaton's Intellectual, sect. on Written Arithmetic. Introductory Geography and Grammar, 47–56.†
Adv'n'd class,	Fourth Reader. Common School Arith. Modern Geography. Grammar.	Fourth Reader. Common School Arith. Modern Geography. Grammar.	Fourth Reader. Common School Arith. Modern Geography. Grammar.
	GRAMMAR SCHOOL.		
1st, .	Fourth Reader. Eaton's Intel. Eaton's Common School. Modern Geography. Grammar, with Parsing.	Fourth Reader. Eaton's Intel. Eaton's Common School. Modern Geography. Grammar, with Parsing.	Fourth Reader. Eaton's Intel. Eaton's Common School. Modern Geography. Grammar, with Parsing.
2d, .	Fifth Reader. Eaton's Intel., to end. Eaton's Common School, to Involution. United States History. Grammar, Analysis, Parsing.‡	Fifth Reader. Eaton's Intel. Reviewed. Eaton's Common School. United States History. Grammar, Analysis and Parsing.‡	Fifth Reader. Eaton's Intel. reviewed. Eaton's Common School, to Involution. Modern Geography. Grammar, Analysis, Parsing.‡
Adv'n'd class,	A thorough review of the studies of the Second Division of Grammar School.		

* At the discretion of the teacher.

† The lessons 1-25 are to be used as illustrations at the discretion of the teacher.

‡ The parsing is to be wholly confined to prose sentences.

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HIGH SCHOOL.—*General Department.*

Division.	First Term.	Second Term.	Third Term.
1st,	Arithmetic. Latin Lessons. English Grammar and Analysis.	Algebra. Latin Lessons. English Grammar and Analysis.	Algebra. Latin Reader. U. S. History.
2d,	Algebra. Latin Reader. General History.	Geometry. Cæsar. General History.	Geometry. Cæsar. Botany.
3d,	Geometry. Virgil. Natural Philosophy.	Trigonometry. Virgil. Natural Philosophy.	Rhetoric. Virgil or Surveying. Natural Philosophy.
4th,	Intellectual Philosophy. Chemistry. Astronomy.	Intellectual Philosophy. Chemistry. Astronomy.	Moral Philosophy and Evidences of Christianity. Constitution of the U. S. Review of the Course.

HIGH SCHOOL.—*Classical Department.*

The scholars in this Department finish the first two years of the General Department, after that the course for them will be as follows:—

3d,	Virgil. Latin Prosody. Kuhner's Greek Grammar.	Virgil. Ancient Geography. Anabasis.	Virgil. Ancient History. Anabasis.
4th,	Cicero. Latin and Greek Compos'n. Anabasis.	Cicero. Latin and Greek Compos'n. Homer's Iliad.	Sallust. Latin and Greek Compos'n. Studies Reviewed.

BEVERLY.

Female Teachers.—Another measure adopted by the committee will, it is presumed, fail to be unanimously approved, in the lingering prejudice against the employment of female teachers for the winter schools. But it is no new conviction in our minds that has led to a conflict with the opinions of some, by whom our course in this respect is condemned, for we have long been convinced that in most of our schools it would be far better to continue the female teachers of the summer through the winter, than to put strangers in their places, whose only recommendation might be their sex, or their "brawn and sinew!" In former reports, especially in 1860 and '61, this plan was advocated in decided terms of condemnation as to the opposite plan. A better way was then recommended, which is now on trial. It is the present policy of the committee to secure permanency in the employment of teachers, by retaining those of known excellence through the year, and from year to year. We have no purpose to accomplish other than the good of the schools, and if the town is willing to furnish the means for employing male teachers in all the schools through the year, so as to have the same teachers in both the summer and winter schools, there is no objection on the part of the committee, though some of them, at least, would doubt the wisdom of paying more money for no

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better service than could be obtained for less. The great point to be attained is, the supply of the schools with permanent teachers, either male or female. The change of teachers every term is a most serious hindrance to improvement, and our schools can never become what they ought to be, by having a male teacher for the winter months and a female for the summer. The remedy of an almost unparalleled evil in this direction may be found in the selection of suitable female teachers, to be retained in their places during the entire year. This has been the aim of the committee, under the full conviction that they could not better serve the town, than by instituting a reform in what is so obviously an evil.

Every year increases, not only the demand, but the supply, of well qualified female teachers. There is not now, as there once was, an insufficient number of suitable persons to furnish the schools generally with teachers of this class. To say nothing of the more than one hundred High Schools in the State, where many excellent female teachers are well educated every year, the several Normal Schools furnish annually about one hundred female graduates, many of whom have superior qualifications for this service. These professionally educated teachers, in most cases, are better prepared for teaching successfully than the male teachers usually employed, being specially trained for and devoted to this work, as is not the case with those who merely resort to teaching for a few months in a year in order to obtain the means for preparing themselves to enter some other calling. The difference is very great, where all the time, attention and energy, year after year, is directed to the single avocation of teaching, as in the case of hundreds of teachers who are graduating annually from the State Normal Schools. The male teachers, whom they might profitably displace, in not a few instances, are, it may be, young, venturesome college students, who do not intend to make teaching their business in life, and whose experience and education are much inferior to that of such females as can be obtained to take their places, and our schools would be great gainers by the exchange.

The strongest objection which can be urged against the employment of female teachers for the winter schools, is the assumed difficulty of governing the larger boys who attend more commonly in winter than in summer. But there is no such obstacle here, in nine cases out of ten, as is supposed to exist. The trouble is not so much with the larger boys as with the smaller, except in rare instances. Most female teachers can testify that the large boys are helps rather than hindrances to the maintenance of good order. When boys have seen more than thirteen or fourteen years, they have ordinarily reached a point of growing self-respect, and they are put more and more on their good behavior in the presence of cultivated females. They feel the power of female influence, and yield to the better impulses which it inspires as they would to no other restraints or con-

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straints. Those of whom this is not true are not the most hopeful ones connected with our schools, and it cannot make much difference with them what teacher they may have; for one will do as well for them as another, no one being likely to do much for them. It can hardly be advisable to employ male teachers simply for frightening small boys, or fighting with large, uncivilized or demoralized boys, the violent conquest of whom would not be worth what it would cost to gain it by the employment of a male teacher for that sole purpose. That male teachers would better succeed in winning the refractory than female teachers could, is not to be presumed. Woman's power is the more gentle, but not the less efficient kind. She controls by love, rather than fear or force. In tact and aptness to govern and teach, she greatly excels. And at the same time, she is best adapted to develop the manly qualities of the largest boys who may be found in the winter schools. All history since the days of knight-errantry confirms this. No boy was ever made unmanly, or hindered from becoming manly, by having a female teacher. The contrary is more true. In female teachers there is ordinarily found a superior power to awaken interest in learning, aud to secure improvement in manners, though the schools taught by them may contain boys of advanced years, and rude and rough exterior.

Chairman.—J. C. Foster.

BOXFORD.

We find almost all teachers have methods of teaching peculiar to themselves. This is as it should be. Since none are precisely alike, we neither expect nor desire that all should pursue like methods in teaching. Yet, in some points, we think all should agree. For instance, all teachers should teach their pupils to think for themselves, to be self-reliant and self-dependent. We fear many do not feel the importance of this. They are too much disposed to aid their pupils in their studies and recitations. If a question is proposed, and the scholar hesitates in his answer, the teacher at once gives him help, repeating some part of the answer for him, or giving some word, or hint, by which he may struggle through with it. This is practised by some teachers in almost every recitation. Its tendency, we think, is only evil. If a scholar has learned his lesson, he should be able to answer all proper questions relating to it without help, nor should he be credited with a good lesson unless he can do this. Pupils are trained in school for the responsible duties of after life. They cannot then have a teacher by their side to prompt them. They must, if they are men in the true sense of the term, depend upon themselves, and the practice of constantly prompting boys and girls at school, may be the means of forming them to habits of dependence, that will seriously affect their characters as men and women. While teachers should be ready to

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give all necessary instruction and aid, it should be done so that scholars must think for themselves, rather than that teachers think for them.

School Committee.—JOHN F. KIMBALL, ROSCOE W. GAGE, SAMUEL P. PEABODY.

BRADFORD.

The action of the town at the last annual meeting, in abolishing the school districts, enabled the committee to organize the schools on a different basis from that formerly existing.

At the commencement of the year, the committee organized a High School, open to all the town, adopting a four years' course of study, either as preparatory for college, or for the acquirement of a thorough English education.

A new school was organized, called the Intermediate School, which comprised the younger portion of the scholars from the former Grammar School, and the older from the Primary, and a system of gradation and classification was carried out in all the schools as far as practicable, and which was greatly in advance of any former year.

The school-year was made to consist of forty weeks, comprising three terms, two of fourteen and one of twelve weeks' duration; and it was arranged that all the schools in town should enjoy the same privileges, so far as the length of their terms is concerned, which was not the case under the district system in former years. It was thought advisable to establish a uniform rate of compensation for all the female teachers in town, which was accordingly done. It was our early care to secure good and practical teachers. We retained the services of three of the former teachers, and engaged two new ones. Thus was the work laid out for the year, and it is very gratifying to us to be able to say that our efforts have met with a good degree of success.

We have introduced, during the year, vocal music into all our schools as a daily exercise, to be conducted by the teachers as far as practicable and consistent with their other duties, and we believe that the past year has been one of more than ordinary success in all our schools. The system of gradation has awakened an interest in the minds of the pupils, their behavior in school has been better, and their attendance more constant and regular. We feel that we have had the co-operation of the parents and friends of the scholars, and that the efforts of the teachers have been seconded at home. Notwithstanding the success we are able to record, we see many errors and imperfections, which it is not necessary to enumerate, but which we hope to see removed and corrected in the future. And in conclusion, we would commend to the inhabitants of this town her Public Schools as worthy of the patronage of all, and of their liberal support.

School Committee.—H. E. CHADWICK, WM. COGSWELL, J. D. KINGSBURY.

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DANVERS.

To secure good order and discipline, the efforts of the teacher require the sympathy and kind co-operation of parents. Children not under a healthful discipline at home, have a natural tendency to rebel against the restraints of the school-room. To a great extent, the parent moulds the character and regulates the passions of the child. The mother's influence, in this respect, can hardly be overrated. "The brightest and purest name of our nation's history, and which will grow brighter and brighter, and become more and more holy, as it goes sparkling down the stream of time, received the elements of his character from the vigilant guardianship, sound judgment and spotless virtue of his widowed mother." Children taught respectful obedience and politeness to their parents, seldom complain of their teachers or give them unnecessary trouble.

Too many parents work against the best interests of their own children and those of their neighbors, by finding fault with the teacher in the presence of their children. Some, who seldom if ever visit the school-room to cheer the teacher's heart, and to encourage the pupils, are satisfied to gain their knowledge of things within the school, by questioning the unruly boy, whose disobedience has placed him in conflict with his teacher. On this *ex parte* evidence, the teacher is condemned, without opportunity for correction or explanation. It is easy to see that such a course may do much to neutralize or destroy the exertions of the most useful teacher. Parents should be ready to approve, but slow to condemn.

A great change has occurred within half a century in the matter of discipline. It has been discovered that the intellect can be led better than driven into knowledge. The ferule may still be required in the case of some unruly boys, though we say, "the less of it the better." The teacher most efficient in securing order is one who has disciplined himself. His manner is calm and his tones subdued, so that a mere look or a movement of the finger is sometimes more effective than words. Such a teacher appeals not to the fear of punishment, but to the sense of duty, the love of knowledge, and the desire to excel.

Some of our schools have long labored under great disadvantages from the frequent changing of teachers. After weeks of earnest toil, a teacher succeeds in infusing life and interest into a school, only to give place on the succeeding term to another teacher, who allows the interest to die and the advantage to be lost. The scholars return to their idle or vicious habits, and thus the money is worse than wasted. Some of our schools have retained their instructors for a series of years with manifest advantage.

By placing the matter of procuring teachers in the hands of the school committee, you have practically expressed your wishes in this matter.

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Although none of us covet the additional burden thereby imposed on us, we shall endeavor to fulfil the duty as best we may.

School Committee.—CHARLES F. HOLBROOK, CHARLES B. RICE, JOHN W. PORTER, RUFUS PUTNAM, A. S. HOWARD, ANDREW NICHOLS.

ESSEX.

Moral Instruction.—Although this part of a teacher's duty under the statute has been noticed in former reports, we nevertheless deem it important to bring it forward again. The neglect of moral culture as a part of school-training, is, in the first place, a violation of law, and if the neglect of moral culture were not so common, a given school, paying no attention to it, would probably be shut up as a nuisance. "It shall be the duty of all instructors of youth to exert their best endeavors to impress on the minds of children and youth committed to their care and instruction, the principles of piety and justice and a sacred regard to truth, universal benevolence, sobriety, industry and frugality,—not forgetting chastity or any of those virtues which are the ornaments of human society." We say if this statute were generally complied with, schools, not complying, would be closed as a nuisance. But the omission appears to be general, and the few teachers who comply are the exceptions. The principal objections to giving lessons on morals, manners and the virtues generally may be reduced to two. First,—teachers may say, there are no text-books provided by the committees for school use;—show us the books they would perhaps say, and make it a school study, and it shall have its proportion of time and attention. In answer to this it is freely admitted there are no school books specially prepared for the schools to our knowledge.* Perhaps the reason of this is, there is no demand,—a loud call from the people and school authorities, would set authors and publishers at work, at once.

There is far too much truth in Mr. Mann's idea, uttered in his first report, (1838,) that "the fact, that children have moral natures and social affections in the most rapid state of development, is scarcely recognized by teachers. One page," he continues, "of the daily manual teaches the power of the comma; another spelling, another accent, emphasis, &c., but the pages are missing which teach the laws of forbearance under injury; sympathy with misfortune; duties of stranger to stranger; to superiors, inferiors and equals. Hence young men spring up among us who startle at the mispronunciation of a word as though personally injured, but who can hear volleys of profanity unmoved."

But the main objection is one which we can best express, perhaps, in the words of the school committee of another town, South Reading,

* Since the above was written, we hear of Hall's Manual of Morals for Schools, but have not seen it.

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among many others. "There has been such a desire to exclude religious instruction from the school-room, that even moral instruction has been neglected, lest some should fear the latter would approach too near the former, or quite slide into it." And the Tewksbury committee say, "Sectarianism being proscribed by law, teachers are liable to go to the opposite extreme, and teach nothing that is not of a literary character, exclusively." The virtues (above enumerated and all others required by law,) say that committee in their school report, "may be enforced upon the attention of the children, with all the strength of precept and example which can possibly be brought to bear upon them without the least fear of being sectarian, for all Christian denominations admit their importance and inculcate their practice. A few minutes spent every few days in urging the importance of these virtues, might lay the foundation for a useful and happy life. There is no danger of strowing the path of virtue with too many flowers, or of hedging up the road of vice with too many thorns."

School Committee.—DAVID CHOATE, EDWIN SARGENT, HERVEY BURNHAM.

GEORGETOWN.

In writing this report, it is our purpose to give a fair and simple statement of the present condition of the schools, with statistics and suggestions that may be of common interest and use. In speaking of so many different schools, so similar in rank, and the success of all so nearly equal, it is difficult to point out separately their deficiencies and excellences without involving unpleasant repetitions. We think, however, the present condition of our schools is flattering, and that we can chronicle a continued improvement. We believe that a true and liberal understanding, on the part of our townsmen, of the wants, claims and conditions of our Public Schools, is the surest and safest means to secure all necessary interest and support. And in this connection we feel constrained to say we should have, at least, thirty-six weeks of instruction in our District Schools. Our past experience teaches us that with a less number we shall meet with an obstacle to the system and progress of our instruction, in the form of Private Schools. How then shall this evil be remedied? How shall an evil that has a direct tendency to disorganize our whole school system be eradicated? We answer emphatically, by raising adequate means we shall supplant them.

It is gratifying to the committee to witness an apparent improvement in respect to average attendance. In 1863–4 the town stood 129 in the State and 6 in the county; while in 1864–5 it stood 88 in the State and 4 in the county. But while we exult at our elevation in the scale, let us remember that the average attendance the past year was but about sixty-seven per cent. of the whole number of scholars in the town. It is easy

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to see from this, that a portion of our youth from some cause are not receiving the benefits provided and designed for their best good. And we believe, and in fact know, that in many instances scholars absent themselves from school without the knowledge or consent of their parents.

How then shall such golden opportunities, such priceless blessings, be enjoyed by all and not a part of our children? By requiring and enforcing a constant attendance on the part of every child of suitable age within our limits. By adopting at each annual meeting the by-law respecting truants, which has already been approved by the supreme court. By choosing a board of truant officers, able and efficient men, who will execute the law; this, in our opinion, would be of untold value to the progress and welfare of our schools. Let us then, one and all, awaken in our interest, and with progression for our motto, let us extend a hearty co-operation to the means that shall make us an enlightened, temperate, and honored people.

School Committee.—J. P. Jones, Jos. Edmund Bailey, Gorham D. Tenney.

GLOUCESTER.

I wish to call the attention of the committee to what I deem the absolute necessity for a change or extension of the course in our High School for the benefit of that portion of the girls who design to teach. Twenty-six, or about one-half of the number of females now employed in our Public Schools, completed their education in this school, and several recent graduates are on the list of applicants for vacant places. I repeat in substance what I have before said, that while it is true that these young ladies obtain in our High School a really superior education, according to the general meaning of that word, it is also true that they go to the work of teaching without those qualifications which special study and preparation alone can give. It is too much to expect that they will go through the course at any of our Normal Schools with the view of teaching as assistants in our schools at the present rate of compensation, and I therefore recommend that a course of study be arranged in the High School, to occupy one year, which all future female graduates who propose to offer themselves as candidates for teaching in our Public Schools, shall be required to attend; and that this course be also open to other young ladies of the town, not less than seventeen years of age, who wish to become teachers and are otherwise qualified to avail themselves of this benefit. The studies of this class should be confined, of course, to the Common School branches, in which the pupils should receive thorough instruction, and be taught all that experience has proved useful in the different methods of imparting that instruction to the young. The teachers of the High School are fully competent to carry forward this work.

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Both have learning, ability and experience; and one, herself a graduate of the Salem Normal School, would be able to give the pupils the benefit of the training she there received. I commend this subject to the attention of the committee with the full conviction that in no way can the High School exercise a more beneficial influence than in furnishing yearly a few female graduates specially prepared to become assistants in the Primary and Grammar Schools.

The scholars in our Grammar Schools commence the study of geography when they enter, and pursue it throughout the course. I expressed in my former report my dissatisfaction with the result of this five years' course of study, and subsequent reflection and experience have given me no cause to change my opinion. I have long thought that constant map-drawing should be an essential feature in any good instruction in this study, and I therefore furnished to the teachers, at the beginning of the fall term, an outline of a course of study in this branch which would require the scholars to have constant employment in this exercise. This outline was submitted to the members of our board and had their approval. It was intended only as a frame-work which the teachers themselves were expected to fill out and improve, and I am glad to say that I have already seen abundant proof that they will cheerfully endeavor to carry out all plans which the committee may adopt to make this study more useful and interesting than it has yet been made in our Public Schools. In order to accomplish all we should aim at, much must be done by way of preparation. We should provide the teachers with such works as treat of improvements in teaching this branch, and they themselves must, by reading and thinking on all subjects connected with it, fit themselves to give that oral instruction which in so many various ways, in the pursuit of this study, may be made to attract the interest and therefore enlarge the minds of their pupils. Teachers generally have not acquired a thorough preparation to teach geography.

Another impression of mine with regard to the defects in our Grammar Schools, which I noticed in a former report, and which later experience has strengthened, is that which relates to the absence of all systematic instruction in the expression of thoughts by writing. I know no good reason why all the scholars should not have a regular exercise in this important branch of education. In the fifth classes it might be prepared on the slate, and be confined to the writing of a single fact of some remembered lesson, or a simple declaration of something thought or said or done; in the fourth the same way might be pursued, using pen, ink and paper; and in the third the exercise might be raised to the dignity of letter-writing, and thus be pursued to the end of the course. It has been customary for the teachers to require the scholars of the first class to furnish written abstracts of the history lesson, but this is not enough; only a small

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proportion of all who enter remain through the course, and we should try to do something, in this particular, for the lower classes. I hope, therefore, that the next board will give the subject their attention, and prescribe a regular course of exercises somewhat on the plan I have sketched out, or any other which may seem in their judgment better calculated to attain the desired object.

In this report I have refrained from speaking of the merits or defects of particular teachers, but in my visits to the schools I have not failed to applaud success, not merely as success, but as the result of wise and earnest efforts for improvement; nor have I failed, always I trust in the spirit of kindness, to bring to their notice whatever seemed to me defective in their methods of instruction. I will not say that a few changes might not advantageously be made, but, speaking of the whole body, it affords me pleasure to say that it exhibits many superior qualifications for the teacher's work, and fewer cases of incompetence than in any former period of our school history. All of them would be glad to have access to the best works on education, in order to learn the means by which the highest success has been attained in school government and instruction, but their salaries are not sufficient to give us any claim upon them for the expenditure necessary to obtain this benefit. Would it not therefore be a wise act for the town to make the small appropriation which would secure it? A resort to such aid would be of great service to the young and inexperienced teachers, and would compensate in some degree the want of special training with which they enter upon their work. I must, however, here repeat what I have already alluded to, the necessity for this special training. The place of assistant in a Primary or Grammar School is a place of no less importance than that of principal, and if our teachers must there commence their work, let us see to it that they do not any longer commence it without the qualifications to insure success.

Chairman.—JOHN J. BABSON.

GROVELAND.

But while the duty which we owe to the future is manifest, we owe a duty as plainly to ourselves. The welfare of society is largely dependent upon the proper training of the rising generation. Neglect this, and the moral securities of the community are shattered. Permit the young to grow up untrained, and society will speedily become disorganized and debased. There will cease to exist a respect for law, for age, for position, for the name and authority of the Supreme Being. Education may exist without moral principle. There are melancholy examples in the literary world, but these we believe to be the sad and painful exceptions. Other things being equal, we are confident that the educated man is the most

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virtuous, honest and reverent. His mental culture reaches and modifies his tastes, directs his employments, guides his thoughts. He finds companions in books. He communes with the minds of the great in all ages and climes. He seeks amusement in the less exciting but more improving occupations of life, and from day to day gains a discipline which exalts him, and makes him more and more a man.

The education of the people, from the humblest to the highest, is thus a social and public necessity. Ignorance is the mother of vice and crime. Her votaries are those who are most easily led away by wily demagogues and artful conspirators. They readily become the base tools of men baser and more wicked than themselves, and out of such material springs up a society which adds no strength to our social fabric; nay, on the other hand creates a necessity for legislation and for labors of reform, which rather weakens than confirms the stability of our institutions.

Just in proportion as the common people are educated, are their political and social rights, their personal and private liberties, safe. The history of nations, as well as that of individuals, proves this. Fifty years ago Prussia was a football for the nations of Europe. Wise and far-seeing men instituted a system of Common School education; seminaries were founded for the training of teachers at the expense of the State; laws were passed, compelling the attendance of the children upon the schools, under severe penalties, and to-day Napoleon even bows at the nod of Prussia, and her voice is heard fixing the destinies of empires. Intelligence, breathing through a great nation, is mightier than arsenals and bayonets.

To render the means of education free, and hence open to all classes, Common Schools have been instituted throughout our State, and largely throughout our land. Their effect has been to elevate the character of society; to cultivate the minds of the people, and to raise up a noble growth of intelligence and manliness wherever their influence extends. To cultivate the mind, however, is not the only end of education. It is not enough to teach the principles of science as laid down in text-books. This is cold and mechanical. It is the body without the spirit of true instruction. But moral lessons should be as faithfully inculcated in the school-room as those which are simply intellectual; lessons of integrity and reverence; lessons which will bear with emphasis upon the lives of the children who are taught, and make them, as they grow up, better men and women for themselves, also for society of which they must be a part and to which they must give a certain hue.

School Committee.—MARTIN S. HOWARD, JAMES L. WALES.

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HAVERHILL.

We report with pleasure a growing earnestness to interest the children in the objects that are constantly before them; those things which appeal to their senses and of which they are most curious to learn. It is refreshing to see a teacher stepping aside for awhile from the dreary hum-drum of ordinary book teaching, and infusing into her school the fulness of a soul made earnest and aspiring by a right conception of the object of study. A child that can learn the multiplication table can also be taught the distinguishing features of the different shade-trees in our streets, or the habits of the birds that sing about the door, or the colors of the flowers. When teachers complain that they cannot interest their scholars, or keep them still, unless they are poring over some stupid book, we suspect a radical defect in their idea of the work, and care not how soon they seek some more congenial vocation. During a casual visit to one of our Primaries, the word "orange" occurred in the spelling-lesson of a class of little beginners. This gave rise to a pleasant talk about the orange. Where it grows, in what climate, when gathered, how packed, by what means sent to us, etc., the teacher, by a happy blending of question and narrative, succeeding to absorb the attention of each child, and, at the same time, giving wholesome instruction. In another school, the poplar-tree was mentioned, which led to a talk about trees. How the poplar differs from the elm—which is more beautiful, which more useful. To the question, "What does a poplar look like?" one little fellow answered, "Like a shut up umbrella!" "How many scholars saw the sunset last evening?" asked a teacher in another Primary. Twenty little hands were up at once. "How many think it was beautiful?" The same number of hands up again. "What made it beautiful?" Only one timid hand up, that of a little girl, who answers, "The pretty colors." "What were some of the colors?" This gave rise to a variety of answers, "red," "yellow," "blue," "purple," and one sober little fellow said "green." This answer caused a little merriment among the rest of the children, but the teacher explained that the sober boy had made the best use of his eyes, for green tints were often seen in sunset clouds by sharp eyes. These are but illustrations of the methods adopted by teachers, who are awake to the wealth of beauty and wisdom that lies everywhere around us. It is also noticed that the scholars of such teachers never fall a whit behind in the "three R's," when examined for promotion. We hope the day is not far distant, when all our Primaries will be rendered attractive by such teaching, and when no teacher will feel obliged to resort to blows to induce a child to "study."

Chairman.—J. CROWELL.

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LAWRENCE.

The Free Evening School.—This school continues under the efficient management of the Rev. George P. Wilson, City Missionary, assisted by a faithful corps of teachers, most of whom are graduates or former members of the Lawrence Public Schools.

Mr. Wilson takes charge of this school as a portion of his missionary work, and receives no additional compensation for his service. The teachers receive a small compensation for their aid.

The school commenced a month earlier than usual this year, and is held two evenings in the week.

The average number present for the two months now passed, has been three hundred and fifty. Each room has been crowded in every part. Among the scholars are forty-three French, nineteen German, and twenty-five colored, men and women. The first two classes come to learn to read and speak in the English language. The latter class, most of whom have been slaves, commenced with the alphabet, show a commendable interest in their studies, and are making rapid progress.

Every facility that circumstances will allow should be given to enable those who desire it to become better educated than they are, and while this school furnishes so good an opportunity for this purpose, we hope those of our laboring people whose early advantages have been limited, and who are over fifteen years of age, will as far as in their power avail themselves of its advantages, and do the best they can to put themselves at least upon a level with those under this age who now attend the public day schools only so much as the law requires.

Superintendent.—G. E. Hood.

LYNN.

If there is danger of underrating the importance of any part of our educational course, it is likely to occur in relation to the estimate formed of the relative value of our Primaries. The constant habit of calling these schools "little," "lower," and similar terms, leads to an association of ideas unfavorable to a proper conception of the real value of this part of the school system. They are little only as the scholars are smaller, and lower in nothing except the rudimentary character of the instruction.

The first contact of the child with the school is an interesting point in its history, and the impressions made, favorable or otherwise, may be of so permanent a character as to influence much the desire for learning and the success in attaining it; hence the constitution, character, reputation and method of conducting these schools should engage the most careful atten-

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tion of those having charge, either as teachers or members of school committees.

It is evident that they should differ considerably in the manner of their conduct from schools where the pupils are of more mature age. The same degree of rigor and immovability which would be attainable, and perhaps desirable, in some places, would be either impossible or cruel in a Sub-Primary. Not that order and discipline are out of place, but they should be of a different kind, and adapted to the age and intellectual condition of the scholars. The control on the part of the teacher should indeed be as complete and thorough as in any school, but exercised with careful regard to the mental capacity and physical wants of the scholars. All the exercises should be short, as also the intervals between them. The desire for change and motion should be indulged by means of general exercises thrown in between the recitation of lessons, such as marching about the room, keeping time by the singing of some familiar tune, or calisthenics of such character as will prove a real exercise, without being so intricate as to prevent their being easily learned. The lessons required should not be too exclusively from the book, but letters upon blocks and cards, printing and drawing upon the slate and blackboard, in short, every device for varying the routine and avoiding monotony will be resorted to by the teacher who desires to attain eminence in this department of instruction. During the intervals between the recitations, a few playthings in the hands of small scholars will serve to dispel languor and weariness, keep them more quiet, orderly and contented, and render school more pleasant than if left without anything to engage their attention.

The position of teacher should not be considered as temporary,—a stepping-stone to some other place,—but should be held as honorable and desirable as that of any other position. The remuneration is very properly the same, and the qualifications required for the highest success in the management of a Sub-Primary School are not, we are safe in saying, among the most prominent traits of all those who press their claims upon the committee for positions as teachers.

The action of one of our Sub-Primary teachers in ward three in declining, some time since, the invitation of the committee to take charge of an upper grade Primary, for the reason that she was better satisfied to remain where she could work to the best advantage, was honorable to herself, and well explains the remarkable success she has achieved in the management of a school which is allowed to be one of the very best in the city. There are other teachers of this class who love their schools, and are contented to remain in them; and their interest finds its sure reward in the success of their schools, and in the approbation of the friends of education.

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A Primary School, and especially a Sub-Primary, may be more easily moulded by the teacher than one of more advanced grade. It may be dull, languid and sleepy, almost to absolute stupidity, or it may be full of animation, vivacity and hearty interest. Children are naturally lively and busy; this disposition should not be repressed, but directed. They are curious and anxious to learn about everything that comes in their way, and it is a matter of surprise, not to say of regret and mortification, that this almost irrepressible trait should be made of so little use in the actual business of teaching. The fact is, there is too much of the book in these schools,—too few things to look at, handle and talk about. There is too great effort at arbitrary training, and too little earnest, sympathetic contact of the minds of teacher and children. More oral instruction is wanted, more familiar conversational methods, more pictures and playthings, more mirth and music, more freedom and fun; and all this we hold may be attained without the loss of that respect and regard for authority which children in any school should be expected to observe toward their teacher. The order and control should be that of a well regulated family, where the foundation of obedience is a hearty esteem and mutual affection. If it shall be said that education is really a matter of toil and labor, and not something into which the child may be entrapped without knowing it is engaged in anything but play, it may be said in reply, that even labor is comparatively pleasant when the end of it is well understood and the result appreciated; but independent of this view it is evident that of different methods of acquiring information some are easier and better than others. If a person desirous of teaching his son the names of the different individuals living in the same neighborhood with himself should make a catalogue of the whole, and require the boy to commit them all to memory before he had seen one of the persons to whom the names belonged, the process would be analogous to the method of teaching arbitrary definitions, rules and symbols, before a single intelligible idea can be attached to them. On the other hand, by a more natural method, the child, seeing a new face in the street, asks, "Who's that?" The answer forms part of the boy's education, and in about every case is acquired without any great amount of labor, and comes soon enough for all the practical purposes of life.

We would not be considered as advocating any loose or trivial system in the management of schools, well knowing that almost every valuable result in life is obtained by patient and persistent application; but we also believe that too much of what is called teaching consists in burdening the memory of scholars with wordy definitions and rules before the ideas upon which they are founded are at all understood.

"Three-quarters of the boys graduate from the Grammar Schools," said a teacher recently, and statistics would probably more than confirm the truth of the remark. It thus becomes an important question if they are

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doing for these boys all they should accomplish. There is enough of arithmetic, to be sure, if taught with any success, to enable the most ambitious to perform the computations required by any reasonable or probable accumulation of dollars, but there are other things essential to success in the various pursuits of life, the necessity of which should not be overlooked. To a boy, for instance, who expects to learn a trade, and is to come in daily contact with the material substances of the universe, which he is expected to mould, fashion and apply to useful purpose, the properties of matter, its various relations and modifications, the laws which govern it in motion or at rest, are of more consequence than the rules of arithmetic, which relate mainly to commercial matters, as interest, bank-discount and foreign exchange. The immense amount of time, thought, money, and even inventive genius, which has been expended in the pursuit of that mechanical delusion commonly known as "perpetual motion," has happened from ignorance of a few simple natural laws, neither difficult of comprehension nor requiring long time to master; and as that is the best education which most perfectly fits its subjects for the actual conditions of life, we believe that our system may be materially improved by more thoroughly adapting our Grammar Schools to the wants of those whose opportunities for instruction terminate upon their leaving it. This could be accomplished, in part, at least, by adding to the present studies the elements of mechanical philosophy, the rudiments of geometry, and so much of book-keeping as will suffice for the purpose of making an intelligible record of any ordinary business transaction. With regard to the latter study, perhaps some attention is incidentally paid to it, though not included in the regular list of studies.

If it is objected that the pursuit of these branches of education will require more time, we answer that more time may be profitably spent in the Grammar Schools, and if anything can be done to induce scholars to remain longer, it will be better for themselves and the reputation of the schools.

The disposition to crowd forward, shown in every course of school instruction, has a pernicious tendency; for solid acquisitions in learning are attained by thorough preparation in the rudiments of every branch, and it is a most mistaken notion that promotion in school is in all cases equivalent to real advancement in education.

Dull Scholars.—Every school has its dull scholars,—the clog, it is thought, in the way of rapid progress, the plague and vexation of teachers. This is one of the inevitable drawbacks to the comfort of teaching, and should be accepted as such, and consequently borne with patience. "How pleasant my school would be were it not for the backward scholars," says one, and as much could be said of any vocation in life, were all the unpleasant features eliminated. But it should be considered that these

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slow learners are not all of one class, and may therefore require different treatment. The indifferent and lazy will tax not only the patience but the ingenuity of the teacher in devising means for arousing in them an active interest in the duties of the school, or in apportioning punishment when the neglect amounts to criminality. Some are constitutionally timid and lacking in self-confidence. These should be encouraged by every proper means, and, especially where the behavior is generally good, harshness and sarcasm will prove worse than useless.

Some children, not deficient in vivacity and smartness, find difficulty in committing a lesson to memory, and, although capacity is usually estimated by what is called scholarship, the rule will not always hold good. It is only necessary to consider the various channels of thought and useful effort which lie outside of the ordinary school text-books to show that it is unsafe to decide at once that a boy will "never make anything" because he does not take readily to the rules of arithmetic and grammar. The world's history furnishes so many examples of dull scholars, or those called such, who have achieved eminence in special departments of life, that we should hesitate before passing severe judgment on those who have not developed any particular bias or inclination in the school. The dull scholar may prove to be the dexterous mechanic, artist, engineer or inventor. He may turn out to be the practical business man, capable of organizing labor, controlling capital, and developing the wealth and resources of a community. There are doubtless men in active life to-day who are benefiting society by their enterprise, sagacity and business habits, who, perhaps, made no great show at recitation, and consequently were rated as dull scholars.

But there is another thing which sometimes stands in the way of the rapid progress of the scholar, which, in itself, is to be commended. Many, perhaps the most of scholars, are ready to take the statement of teacher or text-book on trust, and to work by means of rules of which they really know nothing; but not so with others, who apply their reasoning faculties to everything they are required to learn, and with curious interest set themselves to examine the hidden relations upon which accuracy in the result depends. The question with them is not alone as regards the result or fact, but why it is so. Such scholars hitch and bother at every step, not satisfied with learning dry and abstract rules without understanding their application and bearing upon the subject they have in hand. Any thoughtful person in the habit of attending school examinations must find it difficult to avoid the suspicion that the recitations are in too great a degree mechanical, and that the memory is the principal mental faculty brought into play during the process. Teachers are not alone to blame for this, for they say to the committee, "You require us to go over so many sections or pages of the book, and with the number of classes and scholars

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on our hands the most we can do is to teach dogmatically, requiring the lessons to be committed to memory, and recited with as much incidental illustration as we can find time for." Parents, on examination days, expect to hear smart recitations, and thus teachers, committees and parents are alike in fault, losing sight of the importance of thorough elementary instruction, and depending too much on mechanical expertness in reciting what is in the book, but which is apt to prove insufficient when applied to the practical concerns of life.

Chairman.—STEPHEN D. POOLE.

LYNNFIELD.

Your committee on former occasions have expressed a belief that there should be a different course pursued in relation to the instruction given in the Common Schools, and especially so when it is considered that to most of the scholars it is the only public instruction they receive. After being well grounded in the elementary principles of learning taught—orthography, reading, writing and arithmetic—instead of spending so much of their time in studying and reciting *verbatim* from text-books much that can have no practical bearing on their calling in after life, and much of which is soon forgotten after their school days, would it not be better, nay, should it not be considered indispensable, that every child should be so far initiated into a knowledge of those physical laws, upon a due observance of which life and health absolutely depend?

They should understand the nature of the air they breathe, its composition, the nature of water, and its relation to all life. They should have a knowledge of the chemical composition of their own bodies, and their relation to the elements by which they are surrounded. They would thus learn that more than one-half of the weight of their own bodies is composed of that invisible gas of the atmosphere, oxygen, which they are constantly breathing. They would also learn the remarkable and never-to-be-forgotten fact, that the water which they daily drink is composed of eight parts in nine, by weight, of the same gas, of which, in a large proportion, their bodies are constructed. When, therefore, they partake of this element, they drink in life itself. Were these natural laws, bearing upon life and health, taught in the Common Schools, and made to be fully understood by the pupils, they would not dare to trifle with their vital interests in subsequent life; and society, in a great measure, might hope to be relieved of the sight of those unfortunate subjects of intemperance towards whom Death points his awful finger as his early victims. It should be the object of education, not only to prepare children and youth for the discharge of the duties of life, but to inspire them to have some laudable object of pursuit in view, to which their attention should be constantly directed, and

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which would render such valuable members of society; otherwise they may live from day to day and year to year in a state of stupid inactivity, or in what may be worse, and life become a failure. This is but too often the case, under all the efforts made for human progress.

Corporeal Punishment.—It has always been the desire of your committee that the schools should be governed by moral and persuasive means, and this can usually be done by well qualified and efficient teachers, when scholars have had proper parental training. This subject has recently attracted attention in some places, and many persons have looked upon corporeal punishment as a means of school government not to be countenanced.

Order, quietness and cheerful submission to the constituted authority of the school-room, is an indispensable requisite to successful teaching, and every necessary means should be used for this purpose. In all communities there are some untractable scholars, unfortunate in their parental relations, and growing up without restraint, who cannot be governed by ordinary means.

It should always be borne in mind in the education of children, that their animal nature comes into action first. Mere animal instinct is the governing motive of their early years, and if kindly but firmly watched over and disciplined then, they will usually become good and obedient children in after years, when their intellectual and moral natures become developed. Two of your committee, at least, know from personal experience that cases may arise, after years of school government by moral means, when physical correction alone could subdue. We have therefore allowed teachers to use their judgment in this respect.

Your committee have no sympathy with that mawkish sensibility that would allow a vicious and stubborn scholar to destroy the usefulness of a school, rather than apply this potent remedy. They trust also that in relation to this subject they have some regard to the teachings of the Bible.

School Committee.—J. Newhall, Henry E. Smith, M. B. Boardman.

MARBLEHEAD.

The education must conform to the nature of man, his relations and responsibilities; and must embrace the whole man so as to preserve the due relations and proportions of the intellectual and the moral and spiritual powers, as established by the Creator. These two classes of powers are mutually dependent and influential, and by being fostered side by side as parts of a perfect whole, a character will be formed beautiful in its proportions, strong and massive, corresponding to Anthony's description of Brutus:—

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"His life was gentle, and the elements
So mixed in him, that *Nature* might stand up,
And say to all the world, *This was a man!*"

Great mistakes have been made on this subject which have been disastrous alike to the individual and to society. The peculiar danger to which our age is exposed is the tendency to the exclusive development of mental vigor and activity. The tide from the schools sets strongly in this direction. So that while we have made a great advance in substituting an intellectual for a physical supremacy,—when a man is no longer regarded as "great because he can lift up an axe among the thick trees," we are in great danger of losing sight of the moral and the spiritual. We seem to forget that the intellectual in man is not so far above the material as the moral and spiritual is above the intellectual,—that if our subjection to matter is a degradation, the subordination of the moral to the intellectual is also a degradation. Hence while great pains are taken to educate the child in the first principles of letters and science, and in regard to the business of life, the culture of the heart and conscience is often sadly neglected. The child grows up a shrewd, intelligent and influential man, a power in community, but a power for evil not for good, because a slave to his lower propensities. Talent and knowledge are never blessings either to man or to society unless they are under the control of virtue and religion. Far better that men should remain in ignorance than that they should acquire knowledge only to be made the more subtle and powerful enemies of God and their fellow men. While, therefore, our children need an intellectual culture which shall give them knowledge, and wisdom and mental vigor, they need also a moral and religious education, that their wisdom and knowledge, and mental activity may be properly directed and controlled. Moral motives and restraints, always necessary in every form of social life, are with us, in this land and this age, of the first importance. Once dissolve those moral ties which spring out of our responsibility to God, and those of a political nature and all others would be as powerless to secure the faithful discharge of our duties to society, as the cords of the Philistines were to restrain Samson. The only security for property, for reputution, for liberty, for life, is founded in the sense of religious obligation.

Vocal music has been practised in most of our schools for a long time with the most favorable results, and your committee being deeply impressed with its importance as a branch of education would rejoice to see it installed as a permanent thing in them all, and to have in those where it could be properly used, a suitable instrument as a part of the furniture to aid in this delightful and influential exercise. An art by which so much can be done to soften the asperities of the temper, to cheer the heart, to elevate and refine the taste, and to bring the faculties into a condition favorable to their

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best action,—which adds so much to the warmth of devotion and affords amusement at once innocent and elevating, must act with great power upon the susceptible mind and heart of childhood, and exert a most salutary influence upon the formation of youthful character. Such an art richly deserves the attention and commendation of all educators of the young. It should be cultivated in every school. Every child should be taught to sing.

Music is, moreover, one of the most important and influential means of a moral education. It not only elevates and refines the taste, it also elevates and refines the soul. Begun in early childhood, it will be ever after a source of enjoyment, and a shield against those temptations which drag so many boys and men down to degradation and ruin. And surely we need in this corrupt age, every effectual guard that can be placed around our youth. Every nature needs amusement and excitement, and if we do not supply our youth with those that are pure and elevating, they will resort to those furnished by others which are polluting and destructive. If we cultivate in our children, through the art of music, a taste for those amusements that are refined and elevated, the tendency will be a settled disgust for everything which is profane and polluting—for those excitements and indulgences, as the intoxicating cup, the gaming table, the disgraceful and licentious exhibitions of the stage, and the beastly orgies of the club room and the street which are multiplied by a vulgar civilization; and which, while they inflame their lower passions, steel their hearts against all the holiest influences of virtuous homes, of truth, of purity and of religion.

From the earliest ages music has ever been regarded as the handmaid of moral and social purity and refinement; as mightily contributing to refine the taste and to strengthen the moral feeling. Music is the language of the heart, and so universal is the disposition to resort to it to express their own hallowed emotions or awaken those of others, that Shakespeare, that great master in the science of the heart declares, that—

> "The man that hath no music in himself,
> Nor is not moved with concord of sweet sounds,
> Is fit for treasons, stratagems, and spoils;
> The motions of his spirit are dull as night,
> And his affections dark as Erebus;
> Let no such man be trusted."

In the education of our children, therefore, we should teach them to sing and cultivate in them the love of music, for the highest welfare of society as well as for their own good. To do this is true political economy. Far better pay for music teachers and instruments as means for the promotion of a true civilization, than for prisons and police officers.

School Committee.—Benj. R. Allen, Wm. B. Brown, Benjamin P. Ware, Nathan P. Sanborn, Stephen Hathaway, Jr., Thomas Foss, Steph. P. Hathaway, Jr.

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METHUEN.

The design of the Public School is to give every child a practical education. And if the children are obliged to leave school at the age of fifteen years, they should have a general knowledge of the studies pursued there. They should be able to read well, to write a neat, well-spelled letter, should have a general knowledge of the geography of the world, should be familiar with the principal events in the history of the United States, at least, and should have a practical knowledge of grammar, arithmetic and physiology. But how much knowledge of real value do they possess of these studies? Probably more than half the time is devoted to that great hobby of New England schools, arithmetic; while the remaining time is given to the eight or ten other studies usually found in our District Schools. The best classes are the arithmetic classes, and the reputation of the teacher, and of the whole school, not unfrequently rests on the feats performed by the first class in arithmetic on the day of public examination. Woe to the teacher who has not a first class in arithmetic. Arithmetic should receive its appropriate attention, but it should not take the time of other equally important studies.

If the great problem of life could be solved by any arithmetical process, if children had no other faculties than those of calculation that need to be exercised, then "the science of numbers and the art of computing by them," might properly receive a large portion of the pupil's time. But is it not quite as important that a child's moral and perceptive faculties should be developed as his reasoning? Does not his usefulness, his happiness and his success in life, depend quite as much upon the right training of the former as of the latter? If so, then ought not a change to be made? That course of instruction that will impart the greatest amount of useful information, and best fit the children for the duties of life, is the course that should be adopted by every teacher.

School Committee.—S. G. Sargent, King S. Hall, J. S. How.

NEWBURYPORT.

Primary Schools.—The importance of the Primary Schools cannot be overrated. They form the basis of our educational system. Here the child must learn what a school is—how to behave, and how to study when in school. The work well done here will never be lost in subsequent life. On the contrary, if bad habits be established, a wrong direction be given to the mind, it must be followed by injurious consequences that will be lasting. In the words of another—"The teacher of the Primary School sweetens or embitters the water at the fountain. An infusion which would

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poison the heart and life of a child, might be poured into a man without harm."

We fear we have fallen into the too common but injurious error that any young lady, with a fair knowledge of the rudiments of an English education, is qualified to teach a Primary School, because it is composed of little children. But there is no stage in the pupil's course in our schools, that requires more skill, practical wisdom, forbearance, kindness, firmness, and patient, plodding diligence, on the part of the teacher, than the Primary School. Hence no person who has not a well-disciplined mind and heart, a good knowledge of human nature, combined with "aptness to teach," ought to be placed in charge of little children. Here the most important instruction given is not in book-knowledge; but in temper, behavior, and impulse to the opening of the mind. If we be obliged to submit to the misfortune of employing second-rate teachers in our schools, let them by all means have charge of our High or Grammar Schools.

Female High School.—This school was without a principal for some time at the beginning of the year. It was committed to the care of the tried and efficient first assistant, Miss S. A. Green. Meanwhile the question of uniting the two High Schools was agitated. The committee were of the opinion that could such a union be formed it would be a great gain. The experience of other places where the sexes are together, the testimony of leading educators in the State, the testimony of those who though formerly opposed to such union had watched the results where it had been consummated, the testimony of teachers who had taught in schools of both kinds, all favored such a union. It was testified that better order was attained, that discipline was more easily secured, that the sexes exercised a wholesome restraint on each other, that the boys were more manly, the misses more womanly, that there was a healthy stimulus from each to the other, that the mutual influence was good and helpful, especially at that period of life when manners are being formed, and when manly pride and womanly reserve and delicacy are being developed.

The evil effects which opponents of the measure predict, are not found in experience. The same objections which would forbid the mingling of the two sexes in our schools, would be valid against the same mingling in the family; for those who attend the schools are children of the same or like families.

As we consider it a misfortune for a family of children to be without the two elements in the family training, so it is believed it is an equal misfortune to keep them apart in the school education. They may be as mutually helpful in the school as the family.

School Committee.—John B. Thurston, Isaac P. Noyes, John Pearson, Moses Pettingell, Jr., Amos W. Mooney, Thomas Borden, James W. Cheney, Robert Couch, Edward S. Moseley, N. A. Moulton, Wm. J. Currier, William Plummer.

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ROCKPORT.

The boy or man who does not know how to submit to wholesome laws can never be a good citizen. Obedience to law lies at the foundation of all good character and all true prosperity. This should be required and rendered in the school-room. Children that have been taught the lesson of obedience at home are generally prepared to become good members of school. It is necessary that children should be taught at home, that obedience to teachers and a strict compliance with all the regulations of the school are duties which must not be neglected, and children should be sent to school instructed by their parents to be obedient. To attain this end, the committee have adopted a particular regulation, which they believe has already produced good results. It is substantially as follows:

"If any scholar shall interfere with, or in any manner resist the acts or authority of the teachers in efforts to enforce necessary discipline, or shall wilfully disobey the orders of the teachers, or in any way encourage disobedience to orders in others, he may, in the discretion of the teacher, be summarily suspended from school, and not allowed to return without permission obtained from the committee."

Early in the year, the attention of the committee was called to the state of the reading exercise in our schools, and efforts were immediately made to improve this interesting and important branch of education. Of the various branches taught in our Common Schools, there is none more important and none more neglected than reading. Good reading is the foundation of all learning. Hence its great importance to every scholar and to every person. The art of reading has not hitherto been taught in our schools to any considerable extent, as have other branches of education. Scholars have been allowed to go on with this exercise as though it was one of little or no importance. This is not as it should be. To read well, scholars should understand what they read; and if they cannot with the means they command, it is the teacher's duty to make it plain to them.

At the teachers' meetings which have been held occasionally during the year, for the purpose of considering questions relating to the good of our schools, it was recommended by the committee that efforts be made by the teachers to improve the reading exercise in our schools; and we are pleased to say that the recommendation was seconded, on the part of most of the teachers, by prompt and energetic efforts, which resulted in a marked improvement in this branch of education.

School Committee.—N. F. S. York, Andrew F. Clark, Daniel Wheeler.

SALEM.

Nothing in the range of intellectual culture is more to be desired than a taste for the study of nature, and a habit of quick, large and intelligent

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observation in her domain. It is as healthful to the moral as to the intellectual part of us. It will be a matter for life-long rejoicing to our children and to their parents, if they can be early imbued with a love for the study of physical science and natural history. It will be a positive good, in the good knowledge of which it will put them in possession; a negative one in that, by giving the earliest start and first love to pursuits having a pure and wholesome influence, it will protect against the counter-tastes and passions which so much beset and mislead the young in their time of greatest exposure.

Chairman.—E. B. WILLSON.

Primary Schools.—How the prescribed studies of these schools are taught, is a topic to which much space might be devoted. I cannot resist the conviction that here, as in many places, too much reliance is placed upon book teaching. This part of the work must not be neglected; but it must be relieved, through a child's entire course, by much oral instruction. The story of the school reader must be so learned that the words may be promptly called; yet, from an early stage of his progress, the teacher should translate the lesson read into other language, even if less choice, and exercise the pupil in attempting the same. She will thus do something toward banishing the high, strained tones that so often wound the ear. The questions in mental arithmetic should be often varied, and the learner accustomed to frame them for himself. If a class is employed upon geography, the dry definitions of natural divisions will be rendered less wearisome by the sketch of some country or lake upon the board. Some apt word in the spelling lesson will be seized upon, and the young Johnsons incited to make a trial in defining. Some common primitive will be selected, and the class shown what families of words may cluster round a common parent.

There is even now a good amount of oral and object teaching practised in these schools. There is room for much more, and it is to be hoped that this will come in due time. Certain I am that whatever breaks away from a too formal adherence to the printed page, and accustoms the children to depend more upon their power of individual attention, is action in the right direction.

Superintendent.—J. KIMBALL.

SAUGUS.

Reading and Spelling.—The reading and spelling in most of the schools, at the recent examinations, was good—in some of the schools remarkably good. We cannot too earnestly or too often urge upon the attention of teachers and scholars the importance of good reading and spelling: the

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former an art in itself of the highest consideration, and deserving to rank first among the fine arts. It is a pleasing accomplishment, and a constant source of delightful entertainment to friends, either in the sick-room, the nursery, or social and family circles. Where one is pleased with music, fifty are charmed with good reading; where one can become proficient in music, fifty may become good readers; where there is one fitting opportunity for the display of musical accomplishments, there are fifty for that of good reading. The culture of the voice necessary to good reading, makes that same voice most charming in conversation. It is the most fitting commentary upon the works of genius; it seems to bring the great, the good, the learned and wise of former ages, back to us from the land of shadows, and surround us with their living presence, and we sit down with them in familiar converse. No music so sweet below the skies, no instrument of man's devising can reach the heart like that wonderful instrument the highly cultivated human voice.

School Committee.—Aug. B. Davis, Geo. H. Sweetser, John Armitage.

WEST NEWBURY.

Our school system may be perfect in theory, yet we must have the children in the school-room punctually, constantly, to secure the benefits of the school. If a boy is at work in one of our manufacturing establishments, he expects to meet the regulations of the factory. He must be there his ten hours each day, or he is dismissed. Parents do not keep him out to run of errands. Flimsy excuses on the boy's part do not give him a half or a whole day's release once or twice a week. Notes are not sent to the head of the establishment asking that "John may be dismissed" from one to two hours before the day's work is done. Now if the two cases are not in all respects parallel, yet they have enough points of similarity to lead to useful inferences. Children in the factory would not be punctual unless they were watched by parents; they would be suffered to make excuses if the parent had no interest in the results of their labor. If the parents felt the same interest in the education of their children that they do in their labor, the waste of educational opportunities would not be so great. That is a most cruel deprivation where the whole manhood of the child is limited and pinched for lack of the education that might have been secured. It is better to save a few dollars less that the children may put more into their years of preparation. Better a little present self-denial for the sake of the future achievement.

Again, we need the influence of the prominent influencial business men in the direction of good education. If such men go into a school, spend a brief hour, say a word of encouragement to the teacher and the scholars, they will do an amount of good that can hardly be estimated. The simple

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presence of a man of character in the school-room is a stimulus to every scholar. The registers of the schools will not show that the parents have been excessively inquisitive. Most of them have been content to take their information second hand.

School Committee.—HIRAM TOZER, DAVID L. AMBROSE, DAVIS FOSTER.

MIDDLESEX COUNTY.

ASHBY.

We have become deeply convinced of the importance of more care on the part of parents, in securing the prompt and constant attendance of their children at school. Those pupils that are frequently tardy or absent cannot be expected to make the most rapid and thorough progress. While their companions are advancing, they are falling to the rear. Is there any good reason why every scholar may not be as prompt as were those of No. 9, spring term, not one of whom was tardy?

We wish also to correct a desire existing in some teachers and parents and children to advance rapidly instead of thoroughly. Children should not be dragged through any branch of study, as they must be, if they do not have a thorough understanding of all they go over. We were glad to find unmistakable evidences of thoroughness in all the exercises of several of the schools, and in some classes in every one; but there evidently had been a great lack of it in a few classes in mathematics. Haste had made waste. We hope hereafter that all will act upon this truth. Colburn's Arithmetic fully mastered is worth more than Colburn's and Robinson's but partially comprehended.

We hope too that parents and teachers will encourage more the study of some branches of education, particularly the natural sciences not required by law. In the spring term of No. 3, Calkins' "Object Lessons for Teachers and Parents" was used to a good purpose. In the fall term of No. 4, Physical Geography was studied by a class with great interest and profit. And Nos. 1 spring term and 5 fall term enjoyed instructions in the rudiments of Music. Such studies are of more value than Algebra, French or Latin, when pursued only for a few weeks.

School Committee.—J. M. J. JEFTS, H. PARKER, J. P. HEYWOOD.

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BELMONT.

Some fears have been expressed lest the course prescribed would drive the pupils beyond their strength. By examination of the courses of study pursued in several of the neighboring towns, we find that our own is quite as easy of attainment as either of them. Nevertheless, lest we all may be guilty of developing the brain at the expense of the body, we have made diligent inquiry as to the amount of study required to accomplish the allotted tasks. We find the High School pupil, from whence the alarm is sounded, is confined but four and a half hours each day in the school-room. Of that time, on an average more than two hours are consumed in recitation, leaving but two and a half hours for active study in the school-room each day. The teacher, in addition to this, requires and hour and a half's study out of school-hours. An amount of active labor surely, that ought not to impair any healthy constitution for five days in the week.

We fear if the truth were known, that many of the ill effects often alleged as arising from too close application to study would be found to result directly from causes entirely foreign to school labors. Want of out-door exercise—eating at irregular hours—up late at night—oft' exposure to the night air—excessive love for the light literature of the day, would each come in for a large share. While we thus think, yet, inasmuch as a vigorous, cultivated mind can do but little if attached to a diseased body, we grant that we ought to err on the side of requiring too little labor rather than too much. The committee had ever been ready to give any reasonable indulgence in this respect, whenever solicited, if approved by the parent and recommended by the teacher. We should remember, however, that there are laws of our being, which like their Maker, never vary. Necessity of labor and application to develop our mental powers is one of them. We have none of us forgotten the oft-repeated maxim in our youth, "There is no royal road to learning." The gnarled and twisted oak of our granite hills will knit its closely compacted fibres together in the spongy swamps of Yucatan before high mental culture is attained without severe mental exertion.

School Committee.—Wm. A. Blodgett, Daniel F. Learned, Wm. J. Underwood, W. S. Frost.

BILLERICA.

Our Common Schools, next to our churches, are our most economical, our noblest and our best institutions. They form the common mind; they spread the wisdom of the universities out into the humblest families; and in turn they serve as well-springs to supply the universities. They are perfectly republican in theory and in practice,—the rich and the poor

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meet here together, occupy the same seats, pursue the same studies, and receive the same instruction. Distinctions here are levelled, save what spring from real merit and from good behavior; and here are taught and learned and practised those first great lessons of republican simplicity and equality on which our civil constitution stands. Our Public Schools are not only nurseries of learning, temperence, piety; they are also the *cunabula* of civil freedom, the fostering seminaries of American constitutional liberty.

Our Common School system is, therefore, a source of stupendous power; and to it may be traced to a great extent whatever we have as a nation, lofty in morals, excellent in government, surprising in inventive genius or splendid in art.

The character of a town may be almost always correctly estimated by the condition of its Public Schools. Are they in good order and progressive? Are the buildings neat, commodious, well ventilated and well furnished? Are the children well supplied with books and constant in attendance? Are the teachers intelligent, well bred well paid and wide awake? Do the parents visit the schools and sustain sound and healthful discipline? Do they strive to improve their schools as anxiously as their lands and breeds of cattle? Then we think you may, nine cases out of ten, most certainly infer that such a town has felt the progressive spirit of the age, and that it contains a reading, thinking, wise, virtuous, and patriotic people.

The schools are the eyes of the town; open, there is light; shut, there is darkness; they are the pulse of the town, ever telling how the heart beats; they are the moral thermometer of a town, indicating ever the degree of heat and cold respecting every great and glorious undertaking and emprize. They are indeed the head-springs of art, intelligence; of our social order, our municipal prosperity, and of our national progress. Let us then vigilantly guard, cherish and improve these little seminaries of learning, religion and of liberty.

School-Houses.—We take pains enough to adorn our dwelling-houses and our churches. We paint them, paper them, carpet them and surround them with pleasant walks, with trees and shrubberies and flowers. If damaged by the wind or rain or careless hand, we at once repair them. Why should we not be just as much alive to the condition of our school-houses? Do not our little ones spend a large fraction of their young existence in them? Are not their minds affected by the scenes surrounding them? Do not their bright eyes love order, neatness, beauty, just as well as ours? Is it consistent to make the home and church so comfortable and the school-room so dismal and forbidding? Give children a pleasant place for study and they will yield more readily to healthful discipline, and will take a pride in protecting such a spot from injury, and

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in keeping it in order, whereas a rough and rude old building is a kind of standing invitation to them to disfigure and destroy.

Music and Drawing.—These branches, to some extent, should be taught in every school. The practice of music improves the voice, the health and temper. It breaks up the monotony of school routine,—it gives new life to study. Let it then be taught, and that efficiently. We expect our children to sing at home and in the Sabbath School,—we think the people ought to sing in church,—but where can they learn so easily and so well as in the Public Schools? But some teachers cannot sing,—what then? Why, then employ a person qualified, as Boston does, to teach in all the schools. What, here in Billerica? Yes! here in Billerica, to be sure;—for what should hinder, but our own indifference, our children's having educational advantages just as good as those who happen to live in Boston? Drawing, too, is easily learned in childhood; it is one of the most useful of the arts, and sharpens both the intellect and the eye. Every teacher knows, or ought to know, how to give instruction in it. The blackboards and the crayons are in part prepared for this; and if attended to, the style of writing and of thinking also would be materially improved.

In closing this report, the chairman of the committee would, on behalf of the town, tender most grateful acknowledgments to the Rev. Mr. Stearns, who, after having served the town most faithfully as one of its school committee for the long period of twenty years, now retires from his labors here with the kindest wishes of the children and their parents for his future welfare and prosperity.

School Committee.—Elias Nason, J. G. D. Stearns, John D. Sweet.

BRIGHTON.

Discipline.—We have steadily opposed the indiscreet and excessive use of the rod. We have directed our teachers never to resort to it until all other means have failed. But we know from years of experience, that the total abolition of corporal punishment, or the decision that it should never be applied to girls, would be fatal to the orderly government of our schools. We know that in the past girls have required it nearly as often as boys. There may be a millennial age approaching in which schools may be successfully governed without the rod, but that age has not yet arrived, nor are the signs of its immediate approach very clear and bright. It has been very truly observed,—and we commend the words to the candid consideration of our fellow citizens,—"There are in schools two classes of children,—those who are governed at home, and those who have their own way at home, whether a right or wrong way. In regard to children who are governed by their parents, and who are sent to school with parental instructions to obey the rules, there is seldom any occasion for discipline.

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For such, moral suasion is sufficient. Such children are a law unto themselves.

"In regard to children who are under no parental government, and who go to the school-room knowing that a disobedience of its rules will not be censured at home, the assurance coming from those who know, is, that the government of such children in schools will be very difficult; that force will frequently be necessary; and that, as a final resort, either the rod must come into requisition, or the refractory boy or girl be expelled. And the law of love says, 'never make a bad boy worse by turning him out upon the street to learn how to steal, and to become a pest to the community and a curse to himself, if a use of the rod, within the limits of safety to his person, can bring him into subjection.' This, we repeat, is the law of love."

School Committee.—Ralph H. Bowles, J. P. C. Winship, C. H. B. Breck.

CAMBRIDGE.

The relation of the High School to the Grammar Schools presents questions demanding a more thorough consideration than has yet been bestowed upon them. The overlapping of this school upon the Grammar Schools to extend their courses into the proper domain of the High School is the occasion of no little confusion, embarrassment and waste of time. The High School has a twofold function,—that of fitting a portion of its pupils for college, and that of finishing the school education of the larger number of its pupils. The same thing is also true of the Grammar Schools, which are required to do a twofold work, namely: that of fitting a part of their pupils for the High School,—the college of our Public School system,—and that of finishing the school education of the great majority of those who attend them. Whether the plan of training both these sets of pupils in the Grammar Schools in the same way is the best, either in theory or in practice, that could be devised, has never been much discussed that we are aware of. The truth is, the High School has been added as an upper story of the Public School system, and we have not yet come to the solution of the question whether the original structure needs to be altered to make it correspond with what has thus been superinduced upon it. It is clear on theoretical grounds, and we think it is revealing itself in the practical working of the two parts of the system, that some changes are required in that part which properly constitutes the foundation, in order to secure the strength and symmetry of the completed edifice. We are inclined to think that real economy of time and labor would demand that branches which can scarcely be fairly commenced in the Grammar Schools, and must be pursued mainly in the High School, had better be excluded from the Grammar School course of pupils fitting

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for the High School. In fact, the Grammar Schools should have two courses of study; or, at least, a course of study susceptible of meeting at once the wants of candidates for the High School, and of those who complete their school education without entering that institution. It is a serious question, for instance, whether the study of English Grammar is an advantage to any class of Grammar School pupils; but whatever may be said in favor of giving it to those whose education is to end with the Grammar School, there can be no good reason assigned for commencing it there in the case of those pupils who are preparing for the High School. The study, as pursued in the Grammar Schools, is for the most part a drudgery and an offence to the pupil; and all he gains in the knowledge of the structure and philosophy of the language is little more than the accumulation of so much rubbish, which must be swept away before any true progress can be made in the real mastery of its elements.

School Committee.—J. Warren Merrill, John N. Murdock, James R. Morse, Sumner R. Mason, John B. Taylor, Nathaniel Mighill, Charles A. Skinner, Henry W. Warren, Courtland W. Anable, Henry W. Muzzey.

CARLISLE.

Three years ago a proposition was made in town meeting to increase the school committee from three to six members, the additional members to be so selected, that each school be specially represented on the board by a member living within its limits. The friends of the measure claimed that if adopted and honestly executed it would secure a much more harmonious and profitable and a less expensive supervision of the schools than had been attained under a smaller committee. After full discussion, and against strenuous opposition, the proposition was carried and the enlargement of the committee made. What has been the result? What has the experience of three years taught? What in reference to the harmony, progress and profit of the schools? We do not hesitate to say that an honest comparison of their condition during those years with what it was the three years preceding, must convince every one that they have been mutually benefited by the change; that discords, disruptions and breakdowns, conflicts of jurisdictions, schools without scholars, scholars alienated from teachers forced into the school-rooms against the will and wishes of districts, and many other items of similar character common in the history of the schools three years ago, have not appeared since.

It was claimed, by the opponents of an enlargement of the committee, that it would increase the expense in proportion to the number added. How has it been? Let facts and figures answer.

In the last three years, under the old system, the amounts paid for the services of the committee were: in 1861–2, $65.25; in 1862–3, $58.25;

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in 1863–4, $66.40; in three years, $189.90. In the last three years, under the new order, the charges have been: in 1864–5, $41.59; in 1865–6, $39.15; in 1866–7, $27.33; in all, $108.07,—a saving in three years of $81.90.

School Committee.—B. F. Heald, True Wiggin, S. H. Robbins, E. S. Heald, William S. Lee, Gilman Nickles.

CHARLESTOWN.

Duties of the Superintendent of Schools.—Sect. 1. The Superintendent of Public Schools shall be elected annually, by ballot, at the first meeting of the board in February; to enter upon the duties of his office on the first day of March next following.

Sect. 2. He shall devote himself to the study of public education, and keep himself acquainted with the progress made in other places, in order to suggest appropriate means for the advancement of the Public Schools in this city; and shall see that the regulations of the committee in regard to the schools are promptly carried into effect.

Sect. 3. He shall visit the schools as often as his other duties will permit; and each school at least once in every quarter. He shall advise the teachers on the best methods of instruction and discipline; and for the better illustration of such methods, shall hold stated meetings of the Primary and Intermediate school teachers once in each quarter, and have authority, for this purpose, to dismiss the Primary and Intermediate Schools at such times as he shall deem advisable, not exceeding one-half day in each quarter. He shall also hold stated meetings of the Grammar School teachers once in each quarter, and shall have authority to dismiss the Grammar Schools not exceeding one-half day in each quarter, for that purpose.

Sect. 4. He shall render such aid and communicate such information to the committee, or the various sub-committees, as they may require of him; and with the assistance of the sub-committees he shall make the stated semi-annual examinations of the schools. He shall endeavor to secure uniformity in the examinations of schools of the same grade, and in the various reports, records, etc., used in the Public Schools.

Sect. 5. He shall consult with the different bodies who have the control of the building and altering of school-houses, and communicate such information on the subject as he may possess; and he shall suggest such plans for building and altering school-houses as he may consider best for the health and convenience of the teachers and pupils, and most economical for the city; and he shall advise with those through whom, directly or indirectly, the school appropriations are expended, that there may result more efficiency and economy in such expenditures.

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SECT. 6. He shall attend the meetings of the board, except when the subject of his own election is under consideration; and shall have the same rights and privileges as a member of the school committee, except the right to vote.

SECT. 7. He shall make a semi-annual report to the board in July and February, in writing, giving such facts and suggestions relating to the condition of the schools, and the increase of their efficiency, as he may deem advisable. He shall also assist the president in preparing the annual report of the school committee, under the direction of the board.

SECT. 8. He shall keep a record of the names, ages and residences of persons who make applications for situations as teachers, with such remarks and suggestions respecting them as he may deem important for the information of the committee; which record shall at any time be open to the inspection of any member of this board. And he shall perform such other duties as the school committee shall from time to time direct.

Teachers.—Geniality of spirit and kind attentions are always effective in stimulating and directing the higher affections of children, and therefore should never be overlooked by those who instruct them. It is not enough for teachers to mean well, and cherish high resolves to make their pupils advance. The rod of correction may be required at times, and a strong and well-balanced will, continually; but children are won to noble achievements by manifested sympathy, and appeals to their consciences and hopes, rather than by opprobrious appellations and threats. Harsh expressions soon lose their power to stimulate or to restrain, but an earnest hope or a good purpose may gather strength with each passing day, and lead a child forward to repeated successes. Fortunate are those teachers who know how to call into exercise the better natures of the young, and to infuse into their hearts an honorable ambition to accomplish the true ends of human life.

Reading.—At the February examination of this (Warren) school, Mr. Stacy Baxter examined all the classes in reading, and gave a report upon that subject of such general importance, that we deem it worthy of publication and careful perusal. Mr. Baxter says:

"I have listened to the reading of all the scholars of the several divisions of the Warren School, and can express myself well pleased with the effort, on the part of both teachers and pupils, to do well in this department. The children speak so as to be heard without difficulty, and read with a fair intellectual appreciation of the subject-matter, and in some cases with tones expressive of true feeling. My impression is that the reading in this school will compare favorably with that in the other schools of the city. As elsewhere and always, there is a large margin for improvement.

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"In the matter of expression, I think it would not be difficult for the teachers to show, with a little encouragement, a good degree of progress in a comparatively short time. The most that is needed is that they express as much feeling in their reading to the scholars, as they manifest in common conversation upon different subjects. Children very readily catch the different tones which indicate varied feelings, and, if encouraged, will make them.

"But our young teachers dwell too much in the intellect or in the region of anxiety while teaching reading,—they are the Marthas, 'careful and troubled about many things,' while of necessity, they neglect 'the one thing needful,'—a true expression. For how can a teacher in this condition of mind, talk of the beautiful, the sublime, the mysterious, the tender, the pathetic, all of which may occur in one paragraph of a reading lesson? The children that read with some force do it in a kind of scolding tone. This arises in part, of course, from the natural temperament of the child, but full as much, I think, from the manner in which they are corrected, when they omit a word, mispronounce, or fail to emphasize. In the correction, the teacher repeats the emphatic word, with the additional emphasis of a tone which says, 'You are at fault.' Children are imitative, and of course they repeat the tone given them, and whether the word to be emphasized be beautiful, lovely, fearful, heavenly, devilish, majestic, pretty or ugly, it receives the same kind of emphasis. The child utters it with a tone which says, 'Haven't I told you repeatedly that that is the word to be emphasized?'

"It would be a good plan for the teacher to read to her class, occasionally, some interesting story or stirring piece of poetry not found in the text-book. If the selections are interesting in themselves, and are read with a proper expression, the very tones of the teacher will secure attention and preserve order, while the ear and the heart of the child will be cultivated.

"The spoken English language contains upwards of forty distinct elements, represented to the eye by twenty-six characters. Some of the sounds are very grateful to the ear; and all of them together make the 'music of our language.' But the sound becomes discordant when given in a wrong connection; and a word becomes unmusical when one of its elements is omitted, however well the remainder may be enunciated.

"It seems to me that the young ladies who are expecting to enter upon the duties of teachers in the introductory schools, should not leave the High School without a thorough knowledge of the elements of the language, and some idea of a good method of communicating them to the children. Then let the requirement for admission to the Grammar Schools be as definite in regard to this matter as in arithmetic. Say they shall be able to give all the vowel sounds of the language that are clearly defined in Worcester's Key,—if that be the standard,—that they shall be able to

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give any sound of a, e, i, o, u, by the marking, and be able to name any vowel sound when they hear it uttered alone or in a word. And this can be as easily done as the requisite amount of addition and multiplication can be accomplished; for the principal vowel sounds, to a cultivated ear, are just as definite as 3 times 3 are 9; and they can be as easily acquired as a knowledge of the multiplication table."

Chairman.—GEO. W. GARDNER.

The true Mission of the Public School.—The Public School is an institution of far more importance, of wider and loftier aims, than the majority, even of intelligent people, appear to apprehend. Its first and specific work is to cultivate the intellect,—to give expansion, harmony and direction to the mental powers. Its mission, however, does not terminate here; it includes, in its broad comprehensiveness, the preparation of the young for the conflicts and duties of life in cultivated and active society. It does not usurp the place of the church nor of home. It is the handmaid of each, and supplements the labors of both.

The Public School is an institution of the State, and should therefore fit its pupils, in the most thorough manner, for the practical duties of citizenship. It assumes the right, in the name of the Commonwealth, to call children from their homes and instruct and govern them for a period of time; and in the cities and populous towns it actually holds them under its formative influence through as large a portion of the year as the laws of health will allow them to spend in the confinement of the school-room.

Holding the relation it does to the young, and through them to the State and to all the vital interests of society, it ought to do something more than teach the elements of learning and quicken to vigorous action the faculties of the intellect. During the ten years it holds the plastic young in its moulding hands, it ought to accomplish for them a grand work which will tell favorably on their future as citizens and as moral beings.

In the great work of popular education, in addition to the training of the intellect, special attention should be given, among other things, to the formation of character, to the cultivation of taste, the duties of citizens, personal manners, and the harmonious development of the physical powers.

That I have not, in these remarks, overstated the true mission of the Public School, will be admitted by all who candidly consider the possible grandeur, and the ever-recurring hazards of human life, or the duties of teachers as they are outlined by the statutes of the Commonwealth. The Public School is not to send forth mere grammarians and arithmeticians,

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but to supply society with men and women having the graces and moral strength of finished and noble character.

In the construction of school-houses there should be a regard to their appropriate uses, not less than to economy. They should be provided with conveniences so as to avoid all needless waste of time and labor.

There should also be a strict regard to health.

The means of heating and ventilating are often inadequate or poorly adjusted to each other, so that it is quite impossible to preserve an atmosphere fit for study or for the use of human lungs.

Taste also has its claims. The school-house is itself an educator; and, whatever its character, it acts efficiently upon the tastes of all its inmates.

Says Mrs. Sigourney, in her admirable essay "On the Perception of the Beautiful," "Why should not the interior of our school-houses aim at somewhat of the taste and elegance of a parlor? Might not the vase of flowers enrich the mantel-piece, and the walls display not only well-executed maps, but historical engravings or pictures, and the book-shelves be crowned with the bust of moralist or sage, orator or 'Father of his Country?'" "Let communities, now so anxious to raise the standard of education, venture the experiment of a more liberal adornment of the dwellings devoted to it. Let them put more faith in that respect for the beautiful which really exists in the young heart, and requires only to be called forth and nurtured, to become an ally of virtue and a handmaid of religion. Knowledge has a more imposing effect on the young mind when it stands like the Apostle, with the gifts of healing, at the beautiful gate of the temple." "I hope the time is coming when every village school-house shall be as an Attic temple, on whose exterior the occupant may study the principles of symmetry and of grace. Why need the structures where the young are initiated into those virtues which make life beautiful, be divorced from taste or devoid of comfort?"

If the object of education is merely to impart a limited knowledge of the elementary branches, it matters little where the school is held, or how unattractive its surroundings; but if its object is, in addition to this, to cultivate taste, to open and purify the fountains of happiness in the soul, every part of the edifice should be adapted to this noble end. The architecture of Greece and of Rome has affected the tastes of Christendom, from the erection of the first Christian sanctuary to the present hour; and the school architecture of this country has had a constant and powerful influence in moulding the tastes and manners of the American people. If it be true, as travellers from the old world almost unanimously affirm, that the great mass of Americans are rude in their manners, may not one cause be found in the rudeness of the structures where they were educated?

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Will it be asserted that even the poorest school-rooms are as good as the homes from which many of the children come, and that there is therefore no need of improving them? This implies a misconception of the work of education. The tastes of the majority are not to be brought down to the standard of the unfortunate few. The mission of learning is to elevate every class; to inspire a better taste in those who have no means of culture at home, and, by awakening individual minds, to bring up the masses. A proper education in the school-room would so refine the tastes of children reared in rudeness, that they would eventually seek a better and a more elegant style of life. Improvement in the manner of living usually gives strength to the domestic and social virtues.

Spirit of the School-room.—With suitable encouragements, children patiently endure fatigues and surmount difficulties with delight. The vast majority of them do not fear toil or deprivation if they are made to feel that they are doing something that is manly, noble. The animus of the school-room is therefore a matter of great importance, and should be carefully watched over by visiting committees, as well as by teachers. Some schools are thoroughly alive; the teacher and scholars are working with evident delight in the object to be accomplished; in others, the scholars have but little zeal for study, and the progress made is secured mainly by force, either of the teacher's will or rod. A studious teacher, whose mind is animated by new thoughts, fresh and apt illustrations, will find very little difficulty in kindling the enthusiasm of pupils of ordinary ability, and enabling them to grapple with difficulties at the sight of which, if left to themselves, they would shrink back in complete despondency. But by the spirit of the school-room I include far more than a zest for study. Moral forces are constantly operating there, awakening the faculties and harmonizing them with the beautiful and the good, or perverting them to the practices of vice. Conscience, hope, and indeed all the affections of the soul, as well as memory and reason, are undergoing a continual process of training in the school-room, and the culture which they receive there will mark the character in after life. If the ruling spirit is such as arises from indifference to the distinctions between vice and elevated morality, those faculties will inevitably be perverted or stultified; if, on the other hand, it is such as springs from a deep consciousness of rectitude, and from active sympathy with what is great and honorable in human conduct, it will develop the higher faculties, bring the soul into communion with the moral forces of the universe, and give to the character a strength and beauty lasting as the ages. Every day brings to each young heart expansion and beauty, or blight and deformity; —there is no escape from this alternative. This fact invests teaching, and the selection of teachers, with a high responsibility. The financial

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considerations involved in the election of a teacher are, in comparison with those of a moral nature, lighter than the dust of the balance.

Superintendent of Public Schools.—JOHN H. TWOMBLY.

DRACUT.

Tardiness and Absence.—These are our enemies. They are constantly thwarting our efforts. They cripple our schools more than parents seem to realize. We designate "parents," because we are convinced that with them lies almost exclusively the remedy for these evils. Why will you not lay this matter to heart? Why will you permit your children, day after day, to interrupt the school? Are you training them for business? But who would employ a tardy lad? We earnestly ask you to do your duty in this matter. We are striving to make our schools an honor to the town; but to do this you must co-operate with us. You should see to it that your child is neither tardy nor absent. We have by far too many occasional absent marks. Of all our examinations, that was the least creditable where we found the greatest number of absent marks. Encourage your children to be regular and punctual, and both of these obstinate enemies will be thoroughly destroyed.

School Committee.—GEORGE PIERCE, Jr., L. S. WATTS.

LITTLETON.

Education a Religious Duty.—We do not now refer to instruction in religious doctrines, which is not the primary object of our Public Schools, but to secular education viewed from a religious stand-point. Like every other interest, this has its religious aspect; and its end, its methods and its importance cannot be properly understood unless thus considered.

Religion has always been the foster-mother of education. In the dark ages learning, elsewhere extinguished, found an asylum in the church. Learning revived with the revival of religion in the great Reformation. In the early history of our own country, it was religious considerations that provided for schools and established colleges. And at this time, nothing so directly contributes to the prosperity of our schools as a devout recognition of God in all that pertains to them.

Some may think it best to separate religion and education as distinct interests, each having its own claims and duties; but to separate them is to do violence to both. God's government embraces all things. The children are his marvellous work, his precious gift and his unweared care. They are created for his great and blessed ends. The relation they sustain to parents and teachers is of the nature of a sacred trust. They are ours as a blessing, a joy and a comfort; yet not absolutely ours, but committed

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to our care, to be trained up for God and for an important future. To lose sight of God's title to our children, and of his will respecting them, would be to misapprehend our own relations and duties toward them. Unless we regard them in their relation to God, we do not understand the end of their being, nor the true idea of their education.

Piety one of the Qualifications of the Teacher.—A living, practical piety is one of the most important qualifications of a teacher. One must be in harmony with the will of God in order to do that will. One must be in daily fellowship with Him in order to have the temper and disposition best adapted to the instruction of the young. Not to believe in His love of children, in His desire for their best welfare, and in His willingness to direct and succeed efforts to benefit them, and not to look to Him constantly for help, is to neglect one of the most important duties of a teacher. A Great Presence in the school-room is ignored, a Great Helper is neglected, and the condition of the highest success is unfulfilled. In periods of weariness, perplexity and despondency, a teacher needs to know how to cast all care on the heavenly Father and secure his help.

Cases of peculiar difficulty—as when one inquires how a dull, or a listless, or a wayward, or obstinate pupil, is to be won back from evil habits, should be carried up to God with request for guidance and help.

Some of the most important lessons of school are derived from the example of the teacher. This is a text-book always open before the eyes of the school, an object of observation, of study and imitation. The spirit and temper of the teacher are insensibly communicated to the pupils; they learn to take the teacher's stand-point, and to look out upon life and the world as the teacher does.

The most thorough scholarship and brilliant accomplishments cannot atone for the exhibition of a proud, or selfish, or narrow, or passionate spirit. An ungodly person cannot have the peculiar type of character which lies at the foundation of the best influences. He can never act under the purest motives. He cannot, in emergencies, have the wisdom and fortitude which would be available, did he use the privilege offered by a merciful God. He cannot so effectively appeal to the best sensibilities of his pupils, as he would be able to do if he were in fellowship with God.

The Christian character that devoutly recognizes God in everything, and glows with love to all, and is in sympathy with every good work, is not only the highest, but the only style of character that should be set for the imitation of the young.

The character and spirit of the Great Teacher are worthy of universal imitation. His dignity and love, His gentleness and firmness, His earnestness and patience, His purity and sympathy, are still the elements of a character toward which every teacher should aspire. They who would

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realize the best success must have fellowship with Him. His spirit must lead and strengthen them, His love animate them, and the smile of His approval be their best reward.

The care of a rational and immortal being in the forming period of its existence is one of the most important trusts given to man. At this season character takes its shape and complexion. It is the season of opportunities,—what those opportunities shall be worth is in a great degree for the parent and teacher to determine. Their neglect may almost destroy the value of good advantages, while a vigilant use of inferior means of education, with the blessing of God, may secure some of its most desirable objects.

A wise provision for schools is of advantage to the general interests of a town. It increases the value of every farm and of every dwelling. It is one of the essentials of a place. Towns may be found in which education is neglected; the school-houses uncomfortable and unwholesome; the schools short; the teachers incompetent; the parents indifferent; and the scholars rude and backward. Such towns save a few dollars annually in diminished taxes for schools, but it is an immense sacrifice in other respects. All interests,—social, pecuniary, political, moral and religious,—are depressed by this grand defect of poor schools. Wise parents are unwilling to allow families of children to remain in circumstances so unfavorable. The best of the people become dissatisfied and restless, and sell and move away. Real estate depreciates; all values fall, and nothing can raise them to what they might and should be, till better provision is made for the education of the young.

Best Schools Cheapest.—Best things are in the end least expensive. It is so with the tools of the mechanic and the instruments of the farmer. Wooden ploughs, like those in use eighty years ago, might be manufactured at less cost than the beautiful instruments now employed, but they would be in use far more costly. The jennies and looms of our factories require large outlay of capital, as compared with the simple spinning wheels and looms of our grandmothers. But they produce nicer fabrics for less money. The best school arrangements are most profitable in the end. Their influence is felt in every house and by every person. Business is improved and even real estate rises in communities which provide best for educational interests. The most perfect system cannot indeed insure desired results. Dull scholars are found in the best schools, but in education as in every other interest, the law of cause and effect holds good. Provide adequately for the education of the young and intelligence will be the general result. Neglect the interests of education and ignorance with its sad train of disadvantages will prevail.

The Whole Town Benefited by a High School.—All houses in a district cannot be equally near its school-house. All parts of the town cannot be

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equally near a central High School. In some cases distance may diminish the value of a school, yet the disadvantages of distance are often overrated. Some of the poorest scholars, who have been most irregular in attendance and indolent in study, have been within five minutes walk of the school. Some of the most punctual, constant and advanced have lived in the remote parts of their district. It is believed that the history of the town for many years will show that remoteness from schools, within the narrow limits of our territory, has not hindered the education of the children. On the other hand, this apparent disadvantage has favored health, diligence and good scholarship. It is therefore for the interest of every part of a district, even the most remote, that the school should be the best possible.

It has been unwisely objected to a High School at or near the centre of the town, that it will afford special privileges to the central districts, with little advantage to other sections of the town. It is a gain to the more distant parts of a town that there should be a thrifty centre. Take away the villages from Concord and Groton, and leave instead only farms and scattered dwellings, and at once the value of every homestead in those towns would fall. As those villages grow and their privileges improve, all the interests of their towns rise with them. Should some change occur by which the population of the centre of our town should rapidly increase, and be numbered by thousands, the change would be for the advantage of every part of the town. Whatever benefits the centre of Littleton, benefits the Old Common and Nashoba and Newtown. There is properly no rivalry and no occasion for jealousy between the centre and the other neighborhoods of the town. A country without cities and villages would lack one important condition of prosperity; and not only are cities and large villages needed, but every town needs its own village centre. The larger and more prosperous its centre, the better for the town as a whole.

As citizens then we should consider, not what will be for the particular benefit of one section, but what system of schools do we as a town need? It is for the interest of the most remote sections, that as a town we should have the best possible facilities for education. As the mill, the store, the post-office, the railroad station and the public house are of decided advantage to all, though not equally convenient for all, so a good High School, at or near the centre of the town, would be a blessing from Harvard line to Westford and from Groton to Acton. The disadvantages of distance from school, like those of distance from the store or railroad station, are to be regretted, but unavoidable to most and a slight consideration compared with the value of the privilege.

The true principle of social life is to adopt that which will be for the general good. If a measure is decidedly for the advantage of a community as a whole, even those not directly benefited should favor it. They

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degrade themselves and wrong society, who demand that personal interests shall stand before the higher and broader interests of the public.

Chairman.—C. M. WILLARD.

LINCOLN.

Let public spirit fail in every other work sooner than in the matter of providing educational advantages. Let every other town appropriation be stinted rather than those for the support of our schools. Let us put ourselves abreast the times in this work. Never in the history of the country has there been greater activity in educational matters, or greater occasion for interest and effort. We have educational journals; teachers associations, town, county, State and national; institutes and conventions held with considerable frequency, with much discussion of subjects and exhibition of methods, and special schools for the professional training of teachers. With all these appliances we ought to have, as indeed we do have, improved teaching and better schools. The mechanic and fine arts are advanced by the patient efforts of artists and inventors, and the art of teaching forms no exception to the law which governs all human effort.

The highest welfare of our Commonwealth is intimately connected with the education of its children. There is no interest under the care of the State that is of so much importance. That town or city that makes liberal appropriations for its schools is wise. Our fathers nourished with wise and constant efforts their gradually developed system of education. They acted upon the principle that education is a debt due from the present to future generations. Their labor is justified by its results. It is our business to carry forward the work, presuming that no goal of perfection has yet been reached. The greatness of our legacy from those who have gone before us increases our debt to the future. Massachusetts has made for herself an honorable name by her systematic efforts for public education. Younger sisters in the republic have copied her methods, and sought the services of teachers trained under her system.

What more coveted position for a State, than to have her educational institutions studied by educators from distant States and nations, as unsurpassed models! "You will confer," says Epictetus, "the greatest benefit on your city, not by raising roofs, but by exalting the souls of your fellow-citizens; for it is better that great souls should live in small habitations, than that abject slaves should burrow in great houses."

School Committee.—HENRY J. RICHARDSON, WILLIAM FOSTER, J. DEXTER SHERMAN, JAMES FARRAR, Jr., SAMUEL H. PIERCE, WILLIAM MACKINTOSH.

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HUDSON.

And first we desire to call attention to the following table, showing the loss to the town in mere money in consequence of the absence of those scholars from the different schools, who are members of the same. It does not touch the class of non-attendants of whom we have spoken before, nor does it include any of the expenses of the school outside of the sums paid to the teachers. If we were to add to these figures all other expenses attending the schools, it would show a still larger amount of waste.

TABLE *showing the Number of Days of Absence in each School, for each Term, and Actual Loss arising therefrom for the year* 1866.

School and Ward.	Term.	Days' Absence.	Cost.
High,	Summer,	327	$39 70
	Fall,	459	48 76
	Winter,	639	50 57
Totals,		1,425	$139 03
Grammar,	Summer,	500	$16 03
	Fall,	330	8 25
	Winter,	550	14 80
Totals,		1,380	$39 08
Intermediate,	Summer,	450	$11 07
	Fall,	275	8 52
	Winter,	440	10 35
Totals,		1,165	$29 94
Primary,	Summer,	550	$15 46
	Fall,	495	14 47
	Winter,	605	54 81
Totals,		1,650	$43 44
Ward 2,	Summer,	450	$15 00
	Fall,	165	7 50
	Winter,	495	20 84
Totals,		1,060	$43 34
Ward 3,	Summer,	165	$11 25
	Fall,	225	20 94
	Winter,	120	6 00
Totals,		510	$38 19

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Aggregate amount of days there should be for the year, .	45,645
" " of actual attendance for the year, . .	38,455
Aggregate amount of days of absence for the year, .	7,190

Cost of days lost, $344.09, being nearly 16 per cent. of the time, and 16¼ per cent. of the money.

The loss in the different schools is varied by the number of scholars attending the same.

Now calling two hundred days a High School year, this lost time is equal to thirty-six years for one person, or nearly the time required for nine persons to go through with a regular college course, or to bring it nearer home, it is equal to throwing away the time of a school of forty-five scholars for one whole school-year of thirty-two weeks. Those who were present at the examination of the school taught by Miss B——, at the close of the fall term, will please tell us the effect of discontinuing that school for one whole year, and continuing all the expenses of it for the same time, which would not be as much by about fifty dollars as the money loss before shown, and this is no more than has been done.

Again, the money lost by the absence, as before shown, would pay the salary of the High School teacher four months, or it would purchase a fine apparatus for illustrating the natural sciences in our schools, or would furnish all our school-rooms in two years with good musical instruments, so long talked of.

In all seriousness we would ask our fellow-citizens if they would manage their business affairs in this way?

This loss of time and money we fear is not the most serious loss in many cases.

Where are our children when out of school at the time the schools are in session? Some of course are detained by sickness or other necessity; some for pleasure; some because they "don't want to go to examination" (which shows a serious lack of family government;) and many, as the registers show, are "absent to work."

Now we cannot believe that any amount of money earned by a young lad or Miss, when he or she ought to be in school, will ever make up a tithe of the loss of an education. When our prominent business men are willing, with such unanimity, to be so heavily taxed for the support of schools, it is certainly suicidal in us, who can give our children no other patrimony than an education, not to avail ourselves to the utmost of the precious advantages.

School Committee.—Geo. S. Rawson, D. B. Goodale, H. C. Dugan.

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LOWELL.

A department which requires an investment in real estate of some $200,000, an annual outlay of more than $80,000, and employs ninety-eight specially educated men and women at liberal wages, would in almost any business be held, without question, to require an active, vigilant supervisor. When to the foregoing features we add the general oversight of six thousand children scattered through a great city, and the educational oversight of the second municipality of the Commonwealth, the constant services of a superintendent would seem, and experience shows them to be, as important in our school system as in a cotton-mill, a railway or a machine-shop. Those who suppose the office to be a sinecure are respecfully referred to the retiring superintendent's description of his labors for the present year as given in his report. An officer who finds that amount of work to do and does it well, cannot easily be considered superfluous or the subject of unnecessary expense. The result of the committee's experience is such that they would sooner think of abandoning almost any other feature of our school organization than the office of superintendent.

Not only should teachers be well educated in books and in things, but they should have the teaching faculty. This rarely comes by nature, nor can it be acquired by all who desire it. Many a profound student of Algebra or Geometry cannot teach Vulger Fractions, and not a few proficients in Trigonometry would totally fail as teachers of Addition or Subtraction. The power to teach, then, does not depend on scholarship. It must be worked for and achieved, like skill in any other calling. The candidate for the ministry must study theology, the physician must have accomplished a long and thorough course of medical studies and researches before he receives his diploma, and the embryo lawyer must serve almost half as long as Jacob served for Rachel before he can help his first client get convicted. In the manual arts, too, a course of training is considered necessary before the beginner becomes a journeyman. Indeed, teaching is the one great if not only exception to the rule. This delicate, difficult and most important calling is too often thought to require no preparation beyond a Common School education. Hence, every year, many young women on graduating from the High School immediately apply for permanent teacherships, and through themselves, their relatives and their friends, keep a constant pressure on the committee to secure the desired means of support.

Through the occasional election of such applicants, there can be found in some of our schools rude, old-fashioned methods of teaching, or rather of hearing lessons, that have long been obsolete in most intelligent villages. During the past year some of our teachers have even been found compelling their pupils to commit to memory the pages of their

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text-book in History, and to be laboring under the delusion that this operation was teaching History. With the liberal salaries paid, is it not time that the untrained and inexperienced should no longer be placed over our schools? The State has provided four Normal Schools of high character, where gratuitous instruction is given to those who wish to become teachers; other institutions for the same purpose are found in various directions. If a young woman has not taken pains to fit herself especially for teaching, if she has not availed herself of the free instruction of the Normal Schools or has not acquired experience at the expense of some other community, is it not time that she should be refused a place even among our candidates for examination? When our young men on leaving the High School are at once selected to preach, or practice law or physic, to manage mills or engines, to be cashiers or treasurers, or to take charge of shops or railways, it will be consistent to simultaneously call the graduates of the other sex to our teacherships, but not till then. In some places, the evil complained of has been carried so far that the public teacherships have been mainly regarded as sinecures where the female relatives and friends of the committee might accumulate a little dowry. It is hoped that no person will ever find reason to say the same of Lowell.

The committee agree with the superintendent that our High School should offer a much wider range of study. Geology, which unfolds so many of the wonders of creation, and reveals to us so much of the Maker's power and wisdom at every step we take upon the earth;—Botany, which opens the eye to such an infinitude of beauty, before unappreciated, and which has so much practical usefulness, and which encourages habits and tastes so promotive of health and happiness;—Zoölogy, which makes us familiar with the animal kingdom and supplies the mind with unfailing resources wherever and however it may be situated—these, certainly should find a place in our regular High School course. Instead of the present superficial study of Physical Geography, there should be a thorough handling of that subject, binding the three branches already named, and their adjuncts, into a harmonious whole.

Chemistry and Natural Philosophy should be so taught that every graduate of the High School would be as familiar with the chemistry and mechanical science of common life and of the principal arts followed by our community, as with those frivolities, fashions and amusements which are so readily learned, whose hard technical terms are so easily mastered and whose details are so exactly remembered. Nor should Astronomy remain the dry, useless branch it now is, but it should be made a fascination, and the pupils be led never to look on the evening sky without a lively feeling that it indeed declares "the glory of God," nor without an ability as well as eagerness to make the dullest eye see how "the firmanent showeth his handiwork." Let these sciences be taught with the thorough-

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ness and enthusiasm with which Mathematics and the Classics now are, and our High School will furnish an English education of far higher quality than ever before. The committee see indications of progress in this department, and believe that the next board will find the school on an ascending path, gaining every term a wider and wider sweep of the educational horizon.

Many scholars enter the High School a year too soon. A large share of the lowest class there should remain longer in the first class of the Grammar Schools. Then, not only would the High School, with its more mature and better prepared pupils, reach heights now beyond its strength, but the Grammar Schools would be more than correspondingly elevated. These latter schools are doing well the work assigned for them and are meeting with gratifying success, but the premature transfer of their best classes to the High School, reduces them far below the position they should occupy. General History, Drawing, and the elements of the Natural Sciences should all be embraced in the Grammar School course, a course beyond which so many of our young men and young women are unable to proceed. The interest of this latter class require that the Grammar Schools furnish a more advanced course than at present. If, then, a part of the lowest work of the High School should be transferred to the Grammar Schools, both grades of schools and all classes of scholars would be greatly benefited.

In the course of study indicated for the Grammar Schools, it is hardly just to say that any one branch should be regarded as more important than another. All should receive proportionate attention, and the educational structure be kept harmonious and evenly balanced. It seems, however, with respect to those whose schooling ends with the Grammar Schools, to be quite as important that they should have been made familiar with the world in which they live—its history, its geography, its commerce, its animals and plants and minerals, its geological structure and productions, its astronomy, the laws of natural philosophy and those which govern the health and mental development of mankind,—as to have mastered the more advanced problems in arithmetic or to have fastened into the memory the abstrusities and often fanciful *minutiæ* of the higher divisions of our constantly changing text-books in Grammar. The great Book, speaking of the wisdom of Solomon, sums up the subjects of his learning which attracted the attention of "all the kings of the earth," as follows:—

"He spake of the trees, from the cedar tree that is in Lebanon even unto the hyssop that springeth out of the wall; he spake also of beasts, and of fowl, and of creeping things and of fishes."

In the subordination of all other branches to Arithmetic and Grammar, seen in some of our schools of this grade, are not we forgetting, not merely some of the most useful and improving topics of information, but some of

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the sublimest sources of wisdom? May it not, then, be hoped that by increasing the requirements for promotion, a higher class of scholars will hereafter be retained in the Grammer Schools and a wider range of studies be there pursued; while by annually introducing a more mature class into the lowest division of the High School, that institution shall also be greatly expanded and elevated?

A great mistake made by public opinion, unfavorably affects some of the Primary teachers. It is thought that a poorer teacher will answer for a Primary School than for any other. Consequently, some teachers regard their service in these schools as a sort of apprenticeship, and feel that after a fair degree of success there, they may rightfully expect to be transferred to an assistantship in a Grammar School by way of "promotion." This is a grave error. It is vastly easier to find a good teacher for the Grammar School than for the Primary. She who receives the little beginners and beguiles them into the simplest of learning's ways; who helps their feet over the petty obstacles which another teacher of greater attainments might never see; who shares their little sorrows and appreciates their tiny pleasures and ambitions; who teaches them to think, to form habits of order, to acquire self-discipline and, withal, to love to learn and long to know more, does a work of which the good effect shall be felt by those scholars in all future life. The Grammar and High Schools, and even the University, labor at a disadvantage with a student whose Primary education was perverted or neglected. With a thorough Primary training, poor teaching in the grades above, is of far less injury. Kirk Boott used to say that in the mills he built in Lowell, he expended more money below the surface of the ground than above it. Without this labor, buried from sight, how many Pemberton Mill disasters might we have had here! So does the good Primary teacher labor—unappreciated and unnoticed by most of the community, and rarely thought of when the scholar graduates from High School or College with honor, but as truly entitled to a share of the credit as was the faithful builder who laid deep the foundation, with perhaps greater care than the architect bestowed on the pilaster and cornice which alone catch the eye of the world and win its admiration.

Our city has avoided the blunder made in some older communities where the Primary teacher receives less salary than the subordinate teachers of other grades. Let the public learn to give our Primary Schools their true value and assign their instructors to the front rank of the educational army, and these teachers and their friends will outgrow the sickly idea, that the successful principal of such a school could be "promoted," if put in a subordinate position in any other school in the land.

In closing their report, the committee with profound regret announce the withdrawal from office and the contemplated removal from the city, of

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Abner J. Phipps, Esq., for three years the superintendent of Public Schools and the secretary of the committee. They feel that the educational department of the city has met with a great loss. The scholarship and culture of Mr. Phipps have been invaluable to our schools, while his uniform courtesy and geniality, his scrupulous faithfulness, fairness and impartiality, his untiring industry, his zeal in educational matters and his intelligent interest in the city at large and its general welfare, have earned alike our confidence, our gratitude and our esteem. Our warmest wishes will follow him to the new pursuit in which he has been induced to engage, and we, in common with thousands of our citizens, shall ever be gratified to hear of his happiness and prosperity.

Chairman.—JOHN A. GOODWIN.

1826 *and* 1866 *Contrasted.*—The present year is the last in the fourth decade of the municipal existence of Lowell. The history of its schools for these forty years will form one of the most interesting and important chapters in the annals of its future historian. I shall very briefly touch upon one or two points of contrast between "then and now." Appended to the first annual report for 1826, are the names of two of our citizens whose daily presence among us still is a constant reminder of their long-continued and faithful services in the cause of popular education. I need not say that I refer to Rev. Dr. Edson and Dr. Green, for whom two of our Grammar Schools are named. In that report they gave it as "their opinion that good schools cannot be supported for a sufficient length of time in the several districts with a less sum than was raised the last year (1826,) viz.: one thousand dollars." The amount expended for the support of our schools for 1866, for all purposes, was $71,893.35, and a larger amount will be required for the coming year.

There was then a population of two thousand three hundred; it now probably, falls but little short of forty thousand. Then there were six small district schools, kept for the most part only a few months in the year, and taught by six teachers, to meet the wants of three hundred and fifty school children; now we have a High School, eight Grammar and forty-eight Primary Schools, kept through the whole year, and taught by ninety-eight teachers, to meet the wants of six thousand children between the ages of five and fifteen years, as reported by the assessors, and about three hundred others, over fifteen years of age attending our schools. Six years later than this, in 1832, the committee on school-houses in a report to the town stated that the town, with a population exceeding ten thousand "does not yet own a school-house." The estimated value of all the school buildings now owned by the city is nearly two hundred thousand dollars.

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These facts, and others like them which might be cited, show that while the growth of this city and its prosperity in industrial and mechanical pursuits have been surpassed only by a few cities in remote parts of the Union, the citizens can with equal pride point to abundant proofs of the enlightened and generous regard for public education which has marked its history during the brief period embraced in this contrast.

Employment of Children in Manufacturing Establishments.—I regard this as one of the most important subjects to which the attention of those interested in the proper education of our youth can be directed. In my last annual report I stated that I had reason to believe that the wise and salutary provisions of the statute for the instruction of every child in the Commonwealth under fifteen years of age were repeatedly violated by the overseers and other subordinate officials connected with several of the corporations in our city, and that by thus illegally employing children to work in the mills, they not only did these children a great wrong in defrauding them of an education, but also rendered their employers liable to the prescribed legal penalties.

I would respectfully and earnestly recommend that this board initiate such measures as shall lead our most worthy chief magistrate, who as chairman of the State Board of Education is presumed to feel an interest in this subject, in accordance with the provision of chap. 273, sect. 5, Acts of 1866, "to instruct the constable of the Commonwealth and his deputies to enforce the provisions of all the above laws regulating the employment of children in manufacturing establishments, and to prosecute all violations of the same." And I would suggest that if the State constabulary should be so engrossed with the duty of enforcing the observance of some other laws, so constantly violated in our city as to leave them no time for this service, that several of our teachers can furnish them with all needed information on the subject as the basis for any legal action they may be disposed to institute.

Employment of Special Teachers.—From the last report of the State Board of Education it appears that in many of the cities of Massachusetts Private Schools are very flourishing, and a large amount is yearly expended for the education there sought. Salem is reported as having, in 1864–5, thirty-six Private Schools, in support of which was expended $18,237; Cambridge twenty-two, at an expense of $20,735; Springfield twenty, at $8,000, and New Bedford sixteen, at about $6,000. The number of such schools in Lowell, for the same period is reported as eight, and the amount expended upon them $3,500. There are few cities in New England where the number of first class Private Schools is so small as with us, and the only way to perpetuate this characteristic of our city is to make uch provision in the Public Schools as will meet, within reasonable limitations, all the educational wants of our children. If we would have our

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citizens continue to send their children to the Public Schools, as they now do with so few exceptions, then these schools must afford all the advantages which the best Private Schools offer to those who patronize them. Hence the wisdom of employing teachers of special branches, whenever necessary, to meet the wants of pupils in our higher grades of schools. Our legislators, appreciating the importance of this subject, to remove the obstacles which in certain cities were interposed by aristocratic parties who had little sympathy for free public education, in 1859 legalized the employment of teachers of certain specified branches not before recognized in the legal requirement, such as vocal music, drawing, etc., by authorizing school committees to act according to their discretion in the matter. I need not say that the employment of such special teachers, when the regular teachers are unable to give the needed instruction, tends to increase the aggregate of expenditure for the support of schools, but I believe that the sum thus expended is a good investment, and that its results, present and future, are not to be estimated by the slight addition thereby made to the taxes of our citizens. In respect to this and other school expenditures, it is more frequently the case that those who pay merely a poll tax, or have it paid by others, complain much more than those who pay the largest taxes. The salaries of the three teachers of vocal music, drawing, and penmanship, whose instructions are confined to the High and Grammar Schools,—that of the teacher of drawing, exclusively to the High,—amount to $3,400 for a year. This divided by 2,083,—the average number belonging to these schools and who have received the benefit of instruction in these branches, makes the cost for each pupil at the rate of $1.63 for a school-year of forty-four weeks, or *less than* FOUR CENTS *for each week*. Could similar instruction be obtained at a first class Private School, if parents had to resort to one for it, at so small an expense?

In my last annual report I spoke of the ungraded character of our Primary Schools as, in my opinion, the greatest obstacle in the way of their more thorough and satisfactory improvement. We had then forty-six schools entirely independent of each other, in each of which were found children, formed into six classes, ranging through the studies of the first five or six years of their education, from the alphabet to a somewhat advanced portion of Mental Arithmetic and Geography, until they were prepared for the Grammar School. My recommendation in regard to a better classification of these schools was at once adopted by the board, and permission was given to the several sub-committees to grade their schools agreeably to my suggestions. With a single exception, the sub-committees have all done so, as far as was practicable.

In most of the changes thus made, where there were two schools in the same building, the three highest classes in both have been assigned to one

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teacher, and the three lowest to the other. In a few instances where there were three schools in the same building, or near each other, a better subdivision has been made of the six classes heretofore in each, by so uniting them as to give only two classes to each teacher. The benefits of such a classification are already very perceptible. The power of the teacher to impart instruction to the same number of children, to interest them in their studies, and to secure good order, by thus reducing the number of classes from six to three, is more than doubled. Under the old system there was a very strong temptation to give an undue proportion of time to the first class, as this was the one to be publicly exhibited at the semi-annual gathering of parents and friends, and to be sent to the Grammar School, and not unfrequently the lower classes were sadly neglected. Several of the teachers have assured me that under the present arrangement, their classes, especially the lower ones, have in one term made as much progress as they formally did in two terms, and my own observation confirms the statement.

Having in my previous reports made some strictures upon the studies prescribed for Grammar Schools, and suggested some modification or enlargment of these studies to meet the wants of the large proportion of the youth of our city who cannot, for various reasons, enjoy the advantages of the High School, I did not intend to introduce the subject in this report. I have, however, just read some remarks made by George B. Emerson, LL.D., of Boston, at a recent meeting of the Social Science Association, of which he is president, which, in the main, so fully express my own convictions on the subjects referred to, that in concluding what I have to say about our Grammar Schools, I cannot refrain from introducing a portion of them in this connection. Though these remarks were made with particular reference to the Boston schools, they seem to me very applicable to our own; and as expressing the views of one whose whole life has been devoted to the interests of education, are deserving of thoughtful consideration.

"Are the studies pursued in the Grammar Schools what they should be? Is the great fact that for nearly all the children of the city the Grammar Schools furnish all the school education they can ever get, sufficiently regarded?

"Almost every girl is by nature destined to be a nurse, a mother, a teacher and manager of young children. Do all the girls receive in the Grammar Schools all the helps which they might receive towards performing well and intelligently the duties which belong to those several relations? Ought not every girl to obtain, before she leaves school, some knowledge of the laws of health, some of the great and all-important truths taught by the science of physiology?

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"Might not all be taught these great truths? I say not by means of text-books, but by the incomparably more effectual means of good oral instruction? Ought a girl to be allowed to leave one of the best schools in the world without any special preparation for the highest and most important duties of her future life?

"Ought we to consider these schools as what they ought to be, unless boys and girls are taught,—what every decently educated person ought to know,—what air is, what are its uses, properties and laws? What water is? What heat and light are, and how they act upon air and water and upon all forms of animal and vegetable life? Ought not every one to be taught what his own body is and what it is made of? What food is and how it nourishes the body? Ought not these all-important elements of chemistry to be taught in every Grammar School? I say not by text-books, but by some better means? Ought not chemical lectures with suitable experiments to be given in all the Grammar Schools?

"Childhood is the time of life during which the meaning of words is most easily learnt, and when all those words ought to be learnt which are essential to reading intelligently the best books. The names of the elementary substances are now an essential part of the language. Most books upon agriculture, upon the nourishment of plants and animals, upon mines and mining, upon volcanoes, upon coal, upon rocks and soils, upon precious stones and building stones, upon geology and mineralogy, upon metals for roofing and for sheathing, upon working metals, upon alloying and coining, upon smoke and steam and clouds and gases, upon dyeing and tanning, upon brewing and distilling, making cider and vinegar, upon soap-making and upon ventilation, and a multitude of other processes and arts, are unintelligible to a person ignorant of the meaning of these words.

"Very many of the boys, whose highest and last education is to be given at these Grammar Schools, are destined to the mechanic arts. Should they not in these schools make some preparation for their vocation in life? Ought they not to be taught the elements of mechanics, the mechanical powers, how the inclined plane, how wedges and levers and wheels and pulleys and ropes act? Ought they not to be shown what a steam-engine is, what pumps are, what the hydraulic press is, and how they act? Ought not these elements of the useful sciences to be taught? Might there not be also taught the properties, the strength and hardness and uses of wood and iron and the other metals and of stones?

"How delightful would these studies be to teachers and pupils! How incomparably more valuable as furnishing real knowledge, materials for thought and power of observation, than so much of English grammar, of arithmetic and of reading! How shall the time be found for these additional studies?—say, rather, for these delightful recreations? The time is already found by the precious improvements in grading. Still more may

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be found by shortening that which is now given to arithmetic, to reading and spelling and to English grammar. The arrangements made for teaching mental arithmetic and ready reckoning in the Primary Schools and the lower classes in the Grammar Schools, are very valuable. But most of the time now given to arithmetic in the higher classes is time wasted. It does not prepare for the duties and offices of life. It does not exercise the judgment nor improve the taste. As to the idea that difficult operations in arithmetic are a valuable exercise of the mind, the fact that Babbage's machine will perform some of the most difficult operations and print the results, in less time than it will take the most skilful reckoner to go through them once, gives us somewhat of an answer. If the doing well what a machine will do better is a valuable exercise for the mind, then the working out of difficult operations in arithmetic is a valuable exercise.

"No one can think more highly than I do of the value of the power to read and the beauty of the art of reading. No one rejoices more at the improvements now making in our schools in the management and cultivation of the voice. No one can admire more the series of reading books used in the schools. They are beautiful selections from the best prose and poetry of the language. But they are luxuries. They do not give the materials and the preparation for the labors, the relations, the duties and exigencies of common every-day life which ought to be given by schools which are not only the schools but the only academies and colleges that most of the hard working men will ever have access to. These schools ought to enlarge the practical resources of the laboring man, to lighten and sweeten his daily work, so that he may make his work easier and do it better and more cheerfully.

"No doubt the art of reading well, so far as utterance and voice are concerned, is successfully taught in these schools. Is a love of reading cultivated? Are children taught to read wisely and made to rejoice in reading? Valuable libraries accessible to everybody are found. Do the schools prepare the children in the best manner to use and enjoy them? Are pains taken to form habits of reading good books? of properly studying subjects?

"Is history taught in the best manner? This question is suggested by the fact that in some of the schools children are even now allowed—nay, compelled—to commit to memory the words of pages of Worcester's history.

"Can a more absurd mode of teaching be devised? Can it have any other effect than to disgust the pupil and make the thought of history disagreeable?

"If it is desirable to cultivate verbal memory, as I think it is, there are in our language tens of thousands of lines of the most beautiful poetry in the world to exercise the memory upon. And there are few more precious

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treasures to carry away from school than hundreds of lines of the loftiest and most exquisite English poetry.

"Might not means a thousand times more pleasant and more profitable be devised for teaching history? History is a vast study. Very little of it can be taught at school. The best thing that can be done is to show how it ought to be pursued, and how interesting, valuable and delightful the study really is.

"With the great ability of the masters of the Grammar Schools, might not a most pleasant and useful set of familiar lectures or talks be devised, each gentleman taking a favorite period of history, and giving his lectures in succession to several of the schools, or having pupils from several of the schools meet together to listen to him? so that all the pupils might have the benefit of all his lectures."

Superintendent.—ABNER J. PHIPPS.

MALDEN.

Discipline.—It is believed that the discipline in the schools of Malden is of a character which must meet with general approbation from our citizens. It is true, we occasionally hear complaints of harsh treatment of a pupil on the part of the teacher, but such complaints are rare, and when made, in a majority of instances it is found upon examination that they are without sufficient cause to require any interference on the part of the committee. The pupils generally are governed without resort to the rod. It is well understood by the teachers, that, other things being equal, we regard those instructors the most successful who have the least occasion to use corporal punishment. The discipline of the school-room must be exact, it is true; but in these days of progress—progress in the teacher's art, as well as in all others, experience has shown that corporal punishment, except in rare instances, is not a necessity in the school-room. In fact it is already admitted by the best authorities that in really excellent schools punishment with the rod is comparatively unknown.

Gradation.—As the schools are now graded, three years complete the Primary and five the Grammar course. It may be doubted whether any better division than this is practicable. The present arrangement is the result of careful comparison and of experience, and is quite satisfactory to the committee.

We cannot fail here to protest against the plan of erecting small school-houses in different parts of the town. Except in extraordinary instances of neighborhoods very remote from the main body of population, this is entirely unnecessary. A central building containing several schools under the management of an efficient master, permits an excellence in gradation which is quite impossible where classes are small and the small school-

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houses are scattered among a sparse population. We trust that no desire on the part of a few families to have school accommodations near their residences, will induce the town to permit the erection of buildings which every one familiar with the best methods of gradation and school management knows is prejudicial to the interests of education in the town.

School Committee.—Geo. W. Copeland, G. D. B. Blanchard, W. H. Richardson, John W. Chapman, Freeman A. Smith, Geo. P. Cox, Albert F. Sargent, D. M. Bean.

MELROSE.

School Studies.—Many are endeavoring to solve the great problem, what studies to take up, and what amount of each to require. Recalling the days and weeks devoted to matters, every particle of which has faded from the memory, one cannot help questioning the value of many studies as at present pursued.

We know it is said that as the body is strengthened by exercise, so is the mind, even if the study in itself is of no consequence. Having visible results in one case, we should conclude the other equally beneficial. But we have evidence that the weak cannot only be made strong by physical culture, but, as in the case of a Dr. Winship, be made even to excel in strength. Have we in our schools any system of mental training which can raise a pupil equally high above his fellows? Physical culture, within certain limits, will always produce certain results. Have we any intellectual method equally reliable? Is the head of his class the most vigorous thinker, the most active investigator, or the leading designer and producer?

As committees are constituted they do not make education a specialty, and other pursuits prevent the devotion of time needed to understand the wants and remedy the defects of our schools. Teachers, as a rule, follow the beaten track. Both realize that the memory alone is often cultivated, and that many a recitation might as well be in an unknown language, as far as any thought is aroused, or any principle made clearer.

The election of a superintendent, whose sole employment is to visit his schools, grade them, securing unity of action and positive results, seems to us the beginning of better days. Experience will demonstrate what is needed, what the young, growing mind is capable of grasping, and the best method of reaching the desired end. Our own town, like many others, needs such a leader for the guidance of its schools, more important than the appointment of a foreman to superintend a factory.

What we need in every department is more oral instruction, more illustration and explanation. We need to arouse and cultivate thought. Curiosity should be stimulated, or at least kept alive, and the eyes and ears be opened, that all around the scholar may teach him lessons of practical

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value. Music and drawing should be added to the list of school requirements, not only as accomplishments but as lessons that educate the organs of hearing and seeing, and come almost under the head of recreations, if attractively taught.

School Committee.—CHARLES H. LEBURGH, T. W. CHADBOURNE, G. N. NOYES, GEORGE EMERSON, 2d, G. A. MANSFIELD.

NATICK.

School Government.—The cases of imperfect success in some of our schools the past year have arisen rather from failures in the discipline and government, than in imparting instruction. Indeed, the government and discipline of a school make greater demands on the head and heart of the instructor than the mere teaching. The number whose ability is ample to conduct a recitation is large, but the number who can govern well and discipline wisely is comparatively small. The defects in the order of the school-room, and in the general conduct of the scholars, are perhaps as often to be attributed to the weakness and incapacity of the teacher as to the perverseness and insubordination of the scholars. Any person may have demonstration of this by observing how a school appears under the charge of a first-class teacher and disciplinarian, and how its aspect is changed when an inferior teacher is placed at its head.

Good order is essential to a successful school. When this, with a proper attention to study, can be secured under the influence of moral motives, it is a reason for gratification. These motives should be employed in the first instance. But where moral forces are inadequate to accomplish the desired end, then resort must be had to penal suffering. The child that cannot be persuaded to do his duty through gentle solicitations of affection, should be made to by the stern application of the rod. Children should early be taught the lesson of obedience, the cheerful submission of their wills to the will of those who are their superiors in wisdom and authority. And where insubordination is determined and persistent, then they should be treated as little rebels in arms, and compelled to yield. In nothing do teachers differ more than in their power to govern. With some it seems to be a natural gift. In their presence, at once, and apparently with but little effort, order comes out of disorder, and the most unruly submit with scarcely a moment's hesitation. If we analyze the elements of this power, we shall find them to be perfect self-control, exhibiting itself in a calm but decided mein, a consciousness of rectitude, and a firm determination to be master of the situation. Others endeavor to govern, but lose half their power, because they are petulant and irritable, and have no mastery over their words and actions. It is a fortunate circumstance for a school when it has a teacher of the first class

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here described. Little resort need be had in such a school to corporal punishment. The quiet but firm tone of the voice, the mild yet decided look of the eye, and the gentle smile, are generally enough to subdue the most reckless, and diffuse in all directions the spirit of willing acquiescence to lawful authority. There is no more essential qualification of a good disciplinarian than a knowledge of human nature, and of the means and motives by which the young may be influenced, and a power of self-control as the first requisite for controlling others.

The District System and Prudential Committees.—This town still retains the district system in the management of its schools. Under this system the prudential committees of the several districts select the teachers. It has long been the prevailing opinion of the best friends of education, that it is not the best system, and ought to be abolished. Its evils and defects have been set forth by every Secretary of the Board of Education, from Horace Mann down to the present Secretary. It is an unquestionable fact that the best schools are found where this system does not exist. The whole tendency of our educational legislation is to discourage its continuance. The selection of teachers by prudential committees relieves the school committee of much responsibility, yet being elected with reference to their supposed ability for judging of teachers' qualifications, and as they have to examine them in respect to their fitness, it would seem far better that the duty of contracting with teachers should be assigned to them. Yet personally, as members of the school committee, we should prefer not to have this responsible duty assigned to us.

For several years past the prudential committees of the several districts have been judicious men, who have been careful in the selection of their teachers, and have consulted and co-operated with the superintending committee. In several districts, the evils of frequent change have been obviated by the re-election of the same prudential committee from year to year. No conflict of authority such as is always liable under this system to occur between the district and town committees, has recently taken place; and we believe that in all the districts the prudential committees have done what they could to aid the superintending committee in making the schools what they should be. And yet, though we are not experiencing the worst evils incident to the system, we can easily see how we might have made the schools better, if the whole power had been in our own hands. A teacher may be qualified to succeed in one school, who would fail in a different school. Two teachers may be selected by two men, each of whom has but one school to provide for, and both, from want of adaptation to their schools, may fail; whereas, if the matter were in the hands of the town's committee, they might place each in schools to which they were adapted, and both might succeed.

For the Committee.—HORATIO ALGER.

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NEWTON.

Primary Schools.—Perhaps in no grade of our schools is there such a wide difference in the results attained, as in the Primary. This is due chiefly, we think, to two causes, one of which cannot be directly avoided, while the other ought to be remedied.

The first cause is the difference in the character of the pupils, the home and outside influences under which they are brought up. This is more noticeable in the Primary than in the other grades. As we improve the rising generation, we shall, of course, improve the character of those who will follow them. In this way the character of our schools will improve in time.

The second cause is the difference in the instruction in the school-room. Most, if not all the teachers in our higher grades, are professional teachers, while the theory and art of teaching Primary Schools is not sufficiently studied. It does not necessarily follow that, because a person has superior literary attainments, he or she is capable to teach school, much less a Primary School.

As the times change, the methods of instruction change. Formerly it was enough that the younger children went to the same school as their elder brothers and sisters, where the teacher, a college student perhaps, or one hired for his strength, would spend from three to five minutes twice a day, in hearing them in the alphabet until they became advanced enough to read.

After a time, the schools in the larger towns were graded and the pupils classified, and the leading educators discussed methods of teaching and governing schools, leading to the establishment of Normal Schools. Now, those of our teachers, especially in our Primary Schools, who have had the benefit of a course in a Normal School, or a Training School, like the excellent one of Miss Stickney, in Boston, have a very decided advantage over those who have simply had the benefit of a Common or High School course, where literary excellence is the main object sought. We have in one of our Sub-Primaries a teacher educated in the "Training School" previously referred to, and in one of our Primaries a lady educated in a Normal School, and we take great pleasure in speaking of these schools as good samples of those systems.

Our Primary teachers must make their profession a study, as well as our High School teachers. The moment they sit back satisfied with their own attainments, and feel that their ways of teaching are the best, beyond which there can be or need be no improvement, that moment they begin to deteriorate; they lose what popularity they might once have attained, and soon they drop from the ranks and their places are supplied by more enthusiastic teachers.

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The younger the age of the children, the more there is for the teacher to do. Young children's minds are not easily kept upon one thing any length of time, either in study, recitation or play. They must go from one thing to another frequently; and if the teacher does not strive to keep them busy about something useful, they will be pretty sure to find some mischief to busy themselves about. They need, too, constant change in their positions. If their teacher does not exercise their limbs in some kind of gymnastics, you will be very likely to find some of their arms extended to ascertain how far it is to their next neighbor's hair. Children should not be left long on their own resources, for, those failing to keep their minds in the right channel, they will get into what we call mischief, and they call fun.

Sub-Committee.—Horatio F. Allen, John A. Gould, Isaac Hagar.

PEPPERELL.

Your committee believe that this town, and all the towns of the State, have better schools than they had twenty years ago; and better, especially in this respect, that there is an effort, at least, not only to load youthful memories, but to unfold and discipline youthful powers. This is progress in the right direction. We want more of it,—more and more awakening of real intelligence in the pupil's mind.

We do not believe it admits of denial that there is in our community a sad lack of intelligent interest in the subject of education. It was partly to remedy this evil, and partly to benefit our present school-teachers, that the offer of the Secretary of the Board of Education to grant us a teachers' institute in this town last spring, was accepted. The institute was a success, and the influence it had upon those teachers who attended has been apparent. How could it fail to inspire them, as it inspired us, with a sense of the dignity of their profession? If such exercises as were enjoyed here did not quicken their minds and kindle their ambition, they must be dull indeed. And we hope the teachers' institute did something towards magnifying the teacher's office in the eyes of the community. His or her work is not mere routine, but rather something calling for high and broad culture. The various exercises were well calculated to impress upon the minds of our citizens a truth we should never lose sight of, that it takes all our learning and effort to give clear and simple instruction.

School Committee.—W. P. Mack, Ellery C. Clarke.

READING.

As of other studies, it may be remarked of grammar,—there has been for the past few years an increased interest manifested by both teacher and pupil, and the past year is no exception to the general rule. It is perhaps

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owing in a great measure to the improved method of teaching this study. It was formerly the practice to confine the scholars, term after term, to the text-book, merely learning the rules and principles one term—to be forgotten before the next—without once applying them to any practical use. No rule or principle of grammar should ever be given to a scholar without being accompanied with a practical application of it to the language. This practice divests the subject of all mystery and dread, and shows the pupil how much grammar enters into all the exercises in the school, and deals in some degree with every recitation; and if he is attentive his mind becomes interested and open to instruction.

Discipline—in all our schools has been such as meets the approval of the committee. There have been a few cases of insubordination on the part of the scholars, which have required the attention of the committee, but nothing has occurred to materially interrupt the usual progress of any of the schools. The government of the school is one of the most difficult parts of the teacher's duty. It requires constant attention to hold the school under proper regulation, without at times meeting with some one of those troubles which so often have, in times past, entirely destroyed the usefulness of a whole term of school. The teacher does not perform her whole duty when she alone cultivates the intellectual powers of the pupils. She has at the same time the culture of the heart—the development of the entire moral nature of the child, to a greater or less extent, in her hands. The duty of the teacher was set forth by the noblest of sages, when he says:—"The true government of a nation must begin with the education of the child, and it is far higher and better to form men to be virtuous citizens and enlightened rulers, than to be one's self the chief of the state."

In the school-room a silent moral power ought to reign, rather than ostentatious and vindictive measures. Its influence is more happy, effective and permanent. The true government of a school is like that of a wisely regulated State, and consists in the prevention rather than the punishment of offences.

Dismission.—The early and frequent dismission of scholars before the close of the school, is a serious evil to the schools of this town. As an example of the extent to which it is carried in some schools, one of the committee visited a Grammar School one afternoon just as recess was over, and was surprised to notice the number of vacant seats. Upon inquiring for the cause, the teacher informed him that the scholars had been dismissed at the request of the parents, and showed a number of written requests from them for dismissing the scholars before the close of the school. This irregularity of attendance on the part of the scholars often accounts for the low standard of a school, in no small degree.

School Committee.—Hiram Barrus, Horace P. Wakefield, Benj. M. Hartshorn.

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SHERBORN.

Your committee feel called upon to meet some of the objections which have been commonly urged against the abolition of the district system.

First, it is said that such a course would throw too much power into the hands of the general committee. Perhaps the objection is well founded. But there is always an effectual remedy in the hands of the town. Every town is permitted by law to elect any number of school committee divisible by three. If they do not feel satisfied with acts of any committee, they can, at any annual meeting, add to the board a sufficient number of members to control their action. Thus any town in which there are only three members of the board, may add six to that number, and distribute them in all parts of the town so that each district shall be adequately represented. Such a plan has been in successful operation in the town of Concord for several years. It obviously secures all the advantages of the present system, while avoiding its disadvantages.

A second objection, which at first view seems very plausible, is that some of the districts have built new school-houses, while others have not. The inhabitants of the districts having new houses argue that they will be obliged under the new system to help build houses in those parts of the town which have not as yet taken action upon this subject, while having previously borne the burden in their own districts.

This objection is met by the provision of law that when towns abolish their school districts and take possession of the property severally holden by them, such property shall be appraised under the direction of the town, and at the next annual assessment thereafter a tax shall be levied upon the whole town equal to the amount of such appraisal; and there shall be remitted to the tax-payers of each district the said appraised value of its property thus taken. In order to avoid the slightest ground for complaint in such cases, it is further provided that the difference in value of the property of the several districts may be adjusted in any other manner agreed upon by the interested parties.

These are the chief objections urged against the several towns assuming the whole control of their schools. It appears that they rest upon no solid foundation. Each district may, if the town so desire it, be represented upon the board of school committee, and each member may act as a sub-committee for the district to which he belongs. In this way a hearty co-operation is secured between different parts of the same town, without incurring the danger, which is liable to arise under the present system, of a conflict of authority. Moreover, every district is secured by the provisions of the law in its just rights, and there would therefore be no reasonable cause of complaint that any party had been taxed beyond his due proportion for the maintenance of the Public Schools.

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Corporal Punishment.—The subject of corporal punishment in our schools has been much discussed of late in some quarters, and while nothing has occurred among ourselves to direct attention to it at this time, yet we deem it proper to give it a passing word. Your committee have no delight in any kind of punishment. It seems to them an unpleasant work, and to be inflicted only when good government cannot be secured in any other way. But they regard it as sometimes necessary, and they can see no good reason why corporal punishment should be prohibited in the family or school. In their opinion it should not be given up but held as a "reserved force," to be used only when necessary to restrain from wrongdoing and to preserve respect for law. This kind of punishment should never become frequent in the school. When this is the case it loses its efficacy and exerts a hardening influence upon the scholars. Let not the right to inflict such punishment be surrendered, but let it be reserved for extreme cases.

School Committee.—EDMUND DOWSE, WILLIAM BROWN, A. H. BLANCHARD.

SHIRLEY.

In infancy and early childhood the body more than the mind requires strengthening. Erect your house before you put your furniture in. At what age children should be put to mental exertion, be sent to school, cannot be definitely stated. There is an inequality in this particular. Much depends on vital stamina,—physical development far more than on mental manifestations. Precocity of intellect is not usually indicative of longevity or greatness of intellectual power in manhood. The cultivation of the mind should be kept subordinate to the cultivation of the body, if we would expect soundness of either to be retained. If too early and too great strain be made on the former, the latter must suffer in equal proportion. The mind at birth is little if any more than a blank. Some act as though this blank could be acted upon with the power of a Hoe's steam-power press—that impressions could not be made upon it too rapidly. It is all wrong; the curb more than the spur is needed in early childhood. Put on the brakes, not the steam; send not your children to school at too tender an age. Let them skip and play, grovel in the dirt rather than weary and pine in the school-room; and for the first few years of attendance at school, let them be confined there but a short time daily. By adopting such a course, the tenement may not suffer from too early mental application, but remain unimpaired and fit to be furnished and adorned in maturer life.

We are decidedly of the opinion that scholars are required or allowed frequently to pursue too many studies at a time. It is not uncommon to find in our schools those who have a daily exercise in reading, spelling,

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writing, arithmetic (perhaps both oral and written,) geography, grammar, and even other branches. Is there not too much, too frequent change here required? Is not the tendency to confuse the mind? Does it not induce to the cultivation of the memory far more than the reflective and reasoning faculties? In the higher institutions of learning not so many studies are carried along at once as the average pursued by the senior members in our Common Schools. It was said of the great Napoleon, that he could dictate to three amanuenses upon different subjects at the same time. But all are not Napoleons. We cannot divest ourselves of the belief that the diverting a child's attention too frequently from one to another subject, tends to intellectual confusion; to a want of clear, deep thought upon any of them. They simply commit to memory, store away statements without fully appreciating or comprehending the ideas. It is an indiscriminate loading of the intellectual car with assorted merchandise with no arrangement for local distribution.

School Committee.—H. A. WADSWORTH, JAMES O. PARKER, SETH CHANDLER.

SOUTH READING.

Until within a few years past, it was the custom of the school committees of this town, as it still is in some places at present, to give a particular and full description of each school and teacher, pointing out the defects and the excellences of each. In carrying out this plan, we are persuaded that injustice is often done to certain teachers, who, for want of proper co-operation,—or from some peculiar construction of the school, or from some other unfortunate circumstance,—utterly fail in some particular localities, while in other places they may have been entirely successful, and would again succeed in some other town or district, if permitted to make the trial. A failure of a single year, or perhaps of a single term, may destroy their professional prospects for life, while that failure may have been attributable to causes beyond their control, and would, with equal certainty, have awaited the majority of teachers, however competent. If teachers have faults—as who has not?—it is unpleasant as well as unprofitable to publish those faults to the public, blasting future prospects and creating feelings of unkindness in the minds of a large circle of interested friends.

School as a Home.—The school-room should be made attractive, and resemble as near as possible a well-conducted and happy home. The child should be led to feel that it is a privilege to attend school, and that every recitation he is deprived of subjects him to a personal loss. Is it not an error to send children to school as a punishment, and permit them to remain at home for well doing? Listen to language like the following: "Mother, I want to stay away from school to-day; may I?" "Why so, my child?" Because I don't love to go to school all the time." "Well,

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if you will be a very good boy, I will grant your request this morning; but if you are noisy and troublesome, you shall go to school in the afternoon." What now is the impression given? Why, that the school is a sort of prison, where children are sent when they are naughty. And the teacher often does her share to strengthen this impression, by allowing pupils to leave school before its close, if they are good; but should they receive any checks, they must remain until the hour of closing. The children are thus taught to regard the school as a kind of penitentiary, where they must be sent if they behave improperly. The law says to a man, "If you steal, or do other wicked acts, you shall be sent to prison;" and the parent says to the child, "If you act naughtily, you shall be sent to school,"—which thus makes it a place of punishment. And when the teacher kindly offers to let him go home again, for good behavior, he looks upon the act in the light of a reprieve or pardon. It is rather amusing to witness the scene, when several are thus prematurely dismissed for good behavior. See them dance and clap their hands for joy, as if they had just escaped from the grasp of a policeman! How they look back upon their remaining schoolmates as prisoners, less fortunate than themselves, who are destined to serve out their whole term of time!

We do not argue that children (especially small ones,) should not be allowed to leave school before the close of the session, having first recited their lessons; but we object to its being done as a reward. Let not children be sent to school as a punishment, nor be permitted to stay from it as a reward. Far better would it be to reverse the order,—detain them from school as a punishment, and reward them by granting them permission to attend. The principle may not at first seem a sound one. Reward or punishment is not so much in the thing done, unmodified by attendant circumstances and associations. A child's pleasures may cease to be such, by requiring him to do for punishment what he formerly did for amusement.

School Committee.—EDWARD MANSFIELD, E. A. UPTON, C. W. EATON, CHARLES R. BLISS, P. H. SWEETSER.

STONEHAM.

Teachers' Salaries.—It is our opinion that the town could not do itself more credit or serve the purpose of education better than by raising money enough to advance the pay of those teachers who have an eye to higher salaries, and whose services are really worth about double what they now receive, so that we may retain them in their present positions. It may be possible to hire teachers for less than we are paying, but in a town where girls can earn in our shops more than our teachers do in the school-room,

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it is not economical, it is not decent, nor is it Christian to seek to lessen the meagre sum.

Studies.—If what we have indicated about the teachers is correct, it would be expected that good progress has been made in all school studies. Such is the fact, and the fact verifies our former remarks. We have been pleased to see that thoroughness has characterized the teaching in all our schools. We encourage this at the expense of speed, if need be. It has appeared to us that more attention to one branch in our Intermediate Schools might be given with advantage, and that is, writing. A larger number of candidates were admitted to the Grammar department this year than usual, because the first class in each of the three Intermediates was larger and more equally advanced than usual. In the review of the more elementary branches in the High School, such as arithmetic, geography, and history, it has been decided that a more thorough course should be adopted. We are most decided and emphatic in the opinion that no amount of progress in the higher course, as Latin, French, astronomy, mental philosophy, can make up for the lack of the first essentials of an English education. "These things ought ye to have done, and not to leave the other undone." Indeed, it is essential that a scholar should have made pretty extensive acquirements before being entitled to a diploma, but the common English branches must always be first and foremost in our system.

School Committee.—Lyman Dike, John Hill, R. R. Danforth, L. S. Rowe, A. H. Cowdry, M. L. Morse.

STOW.

More Enthusiasm.—Our system is good, but it will not operate itself. It needs vigorous effort to make a good system bring forth abundant fruit. The assertion of the inspired penman, "It is good to be zealously affected always in a good thing," is as applicable in education as in religion,—especially so as education is said to be "the hand-maid of religion." That much of the character and happiness of man depends upon the education of the mind, cannot be doubted. "The mind is the man." It is not, as Locke declares, like a blank sheet of paper, or a chest of drawers; but has innate ideas as well as capacities for receiving truth. Education is to give these ideas form, and develop all the faculties for the reception of knowledge. If this work does not receive proper attention in youth, the effects of the neglect will be seen in manhood. This fact should stimulate all parents with zeal in the education of their children. "The education of our children," said John Adams, in a letter to his wife, "is never out of my mind. Train them to virtue, habituate them to industry, activity and spirit. Make them consider every vice as shameful and unmanly. Fire them with ambition to be useful. Make them to disdain to be destitute of

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any useful knowledge." Such a sense of obligation as this will lead to the most judicious and faithful training of the young. Let the citizens of our town drink in the same spirit, and feel the same enthusiasm prompting to faithful effort.

Writing.—More time and care should be given to this branch of education. Once or twice a week, one half-hour at a time, is about the extent of practice had in most schools. In some cases it is left to writing teachers, who can do little by one course of lessons a year, towards perfecting any one in the art. In epistolary correspondence, the ability to write a neat, plain, graceful hand is much to be coveted. Book-keeping has become a distinct vocation, not so much because the system is difficult, but because there are so few persons who can do good execution with the pen. Every scholar, especially if he has enjoyed the benefits of a High School, should be able to write sufficiently well to transact any business.

Parents.—We take this opportunity of saying a few words, which are deserved by parents. Will you hear us?

The discipline of a school is of the first importance. Your house may be comfortable and attractive; your books and apparatus may be perfect; your instructor, master of every branch to be taught in school; yet, without discipline, nothing will be accomplished. Most teachers can govern a school if they have the co-operation of parents; few can govern successfully without it. Teachers are often embarrassed by the interference of parents; or if they do not personally interfere, they sympathize with their children, and prejudice them against the teacher. Parents often go to the school-house, and break in upon the teacher's duties, and give her a lecture; or meet her in the street with threats and fault-finding. It is easy for a teacher to subdue an unruly scholar in the school-room, but it is a difficult thing to meet and reconcile outside elements. Many parents cannot govern their children at home, much less at school. Leave it for the teacher to do there. Under no circumstances go to the teacher with complaints. She must have the right to choose her own method of government, and fix her own penalty for disobedience. If she is too severe, the general committee are the proper persons to take the matter in hand. A teacher has as much right to enter your home and dictate you in domestic matters, as you have to enter the school-house and interfere with her business. Your duty is to co-operate with the teacher. If you are true to your obligations as parents, and your children receive correction at school, they will receive a second chastisement at home. We sincerely hope, for the good of children and our schools, parents will heed this advice.

Education, to be a source of greatest good, must be attended with Virtue.—We deem it important to "stir up your pure minds by way of remembrance" on this subject. It is to this end that the statutes require "the daily reading of some portion of the Bible in school, and that

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teachers be employed who can furnish satisfactory evidence of good moral character." "Knowledge alone is not sufficient. It is, indeed, power; but if undirected by virtue, knowledge is but the servant of vice, and tends only to evil." It were better for a person to be ignorant of letters, than having a knowledge, employ it in evil. Man has in him the elements of greatness. If they are perverted, he becomes great in wickedness; if cultivated in knowledge and virtue, great in goodness. The greatest statesman our country ever reared,—he whose brain-power has been equalled by only one in the history of our race, once said, "A solemn and religious regard for spiritual and eternal things, is an indispensable element of all true greatness." Such a regard for these things as will mould the character and develop the higher and nobler faculties of the mind and heart, will lead to greatness. It was said by Locke, that a teacher of youth should be one "who thinks Latin and the languages the least part of education; one who, knowing how much virtue and a well-tempered soul is to be preferred to any sort of learning or language, makes it his chief business to form the mind of his scholars, and give that a right disposition; which, if once got, though all the rest should be neglected, would in due time produce all the rest; and which if not got, and settled so as to keep out ill and vicious habits, languages and sciences and all the other accomplishments of education will be to no purpose, but to make the worse or more dangerous man." Reason, observation, and history confirm the above statements; and as parents desire the highest good of their children, they should aid the teacher in laying the sure foundation for "true greatness." Indeed, parents should feel themselves wholly responsible for such a foundation, while the teacher's duty should be confined to the more full development of character and knowledge.

School Committee.—W. J. Hambleton, E. Whitney.

TEWKSBURY.

Method of Instruction.—We are deeply convinced that too little progress is made in our schools for the time and labor employed. A prominent reason for this is in the improper method of instruction so commonly pursued,—we mean that of putting dry, abstract terms before the living realities to which they relate, teaching words apart from the things for which they stand, and requiring definitions of pupils before they have any knowledge of the objects defined. Just the reverse of this is the true, natural, normal way of teaching,—that of proceeding from the concrete to the abstract, from the fact to the principal, from the object to the name, as the all-wise Creator first showed Adam the living animals, before he asked of him their names. But, as has been well said, "had one of our old-fashioned schoolmasters had the supreme direction of affairs, he would have

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given Adam a list of names and volume of definitions; and, after causing him to commit them to memory, he would have sent him through the garden to find the objects corresponding to the description. He would have made Adam say elephant, spell elephant, read elephant, write elephant and parse elephant, before allowing him to see the elephant." Let us follow the Divine plan rather than any such tedious and wretched method of human device.

Think, for example, how much time is often spent on geography to little purpose because spent so unwisely,—teaching it as though it had little to do with the earth or with anything that has an existence here, but was only a collection of hard names and unintelligible definitions and imaginary places; some teachers requiring the precise definitions of lakes and rivers, of capes and islands and the like, before the pupils have any comprehension of the interesting natural objects to which the words belong; and requiring of them verbal descriptions of cities and countries of which they have not a single intelligent idea. This is no exaggeration.

How dry and comparatively barren of good this mere word-method of teaching geography—this presenting only the dry bones of the subject—as contrasted with the true method of teaching it objectively, as a thing of practical life, as though it did indeed relate to the very earth on which we tread, which the Creator has so diversified with mountains and valleys, and lakes and rivers, and continents and oceans; and so enriched and adorned with everything to gratify the eye and please the taste. Geography taught in this interesting and delightful manner, would be much more readily learned and much longer remembered, instead of quickly passing away from the mind of the pupil like a shadow or a dream.

Think also of English grammar. The comparative want of interest and profit in the study of this subject is owing, in no small measure, to the defective manner in which it is often taught; it being taught as though it had no relation to language, as geography is taught as though it had no relation to the earth. Some teachers will begin with the dry rules and definitions of the grammar, and keep drilling the class on them week after week, and perhaps term after term, with little or no reference to the great end of English grammar—the speaking and writing the English language correctly. But as well might we think of teaching one to build a house by teaching him the names of the carpenter's tools, or of teaching one to sing by teaching him the names of the musical notes, as think of teaching one to speak and write language properly by teaching him the abstract rules and definitions of grammar. As one learns the carpenter's trade by using the tools, and learns to sing by sounding as well as naming the notes, so one learns to use language properly by the application of rules rather than by their mere verbal repetition. Let grammar be taught in this practical way, in its actual relation to our spoken and written language,

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and not as a system of senseless and barren technicalities, and it will be taught with much more satisfactory results.

In general, we would have teachers bear in mind that the true method of instruction is not going through a monotonous, mechanical routine of asking the questions, but teaching the subject; training the pupil to think of things and not merely to repeat a form of words; and that therefore, as far as practicable, they should combine oral instruction with that of the text-book, so that its ideas may be learned and its principles understood.

School Committee.—RICHARD TOLMAN, GEORGE PILLSBURY, JOSHUA F. FRENCH.

TOWNSEND.

Crowding.—By crowding we mean that process of hurrying children through the text-books, whether they understand them or not.

We have heard of the young man who went through college the second time to get information enough to know what he went for the first time. We have all heard too of children who have been through the same text-books term after term, learning a little more (by rote) each time, simply because there was more desire to go through the text-books, even if they had to go through headlong, as one teacher expressed it, than to master principles. No doubt a two-forty horse that can leap ditches and clear fences is of much more value for many purposes than your slow and steady beast, but your swift twelve-year-old boy or girl who can go through Greenleaf's National Arithmetic in a single term, dodging all the hard examples, or getting them out with the assistance of the teacher or key, with no knowledge of the principles involved, and then can't give you the number of cubic feet in a load of wood, may reasonably doubt the expediency of such a course, and still, if we inquire into the matter, it may perhaps be found that the children are not the only ones at fault in such a course. "Not how much, but how well," is a safe motto in the school-room.

School Committee.—HENRY C. ROLFE, STILLMAN HAYES, ABEL G. STEARNS.

TYNGSBOROUGH.

Reading, (including spelling,) writing and arithmetic constitute the fundamentals of education; but it is by no means to be limited to these attainments. The first makes us acquainted with the thoughts of the wise and good; the second gives the means of communicating thought to others, while the last is an admirable instrument for disciplining, developing and sharpening the intellect. They are the *trinoda necessitas*—the three-knotted necessity or requirement of education.

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Bad spelling, like false grammar, is an infallible indication of defective and neglected education. The importance of this department of study was repeatedly presented to the schools, and the result was a marked improvement in all of them.

To spell well and to read well are unquestionable accomplishments; but to behave well—to subordinate the thoughts and actions to the rigid exactions of morality and piety—is a nobler achievement. An education which is short of this must be imperfect and unworthy the dignity of human nature. "Indeed, I see not how," writes Edward Irving, "any education, properly so called, can proceed without religion; because though you teach the lesson, how are you to enforce the lesson? The fear of school discipline is to the finer parts of education what the fear of the law is to the finer parts of society, never touching, never reaching them. There must be an unnoticed discipline, an invisible Master, who is prevailing by his gracious influences over the unnoticed and invisible soul within. Lessons of knowledge you may teach without the help of this inward Minister, but lessons of morality, lessons of honor, lessons of truth and piety, lessons of manly and noble character, you shall never be able to teach. Do your best, unless you take religion to your aid you shall but build the outward walls and rough-cast your house, but you shall never get within its threshhold to furnish the interior, or direct the operations, or preserve the peace and blessedness of the household. Religion is therefore, by its very nature, the mistress and superintendent of education."

Wages of Teachers.—A praiseworthy practice prevails in many towns to employ females as teachers of the District Schools. It is a growing conviction that these schools, so largely composed "of children in the most early stages of life," (to use the words of an old statute,) will be best managed and taught by females. Why should their wages be less than those of male teachers? No answer can be given which will not be specious rather than sound. For the year 1865 the average wages of male teachers per month, including the value of board, in the county of Middlesex, was seventy-two dollars eighty-seven cents; while the average wages of female teachers was but twenty-five dollars! In this town for the same year, the average wages of male teachers per month was forty dollars fifty cents; while the average compensation of female teachers dropped down to the inconsiderable sum of seventeen dollars and twelve cents,—an amount not equal to the earnings of an intelligent operative in a factory, or, in the euphuistic phrase of the day, of indifferent domestic help.

The chairman of the committee cannot deny himself the satisfaction of putting in permanence his protest against a discrimination so illiberal and unjust to the great number of meritorious female teachers in the Commonwealth.

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Tardiness.—Wilful tardiness is a modified form of truancy and should be properly punished. When it is unpremeditated, caused by inclement weather, bad roads, or some imperative home-duty, it is an accident rather than a fault, but which the teachers are bound to record. The unseasonable entrance of a scholar disturbs those who are present, and interferes with the arrangements for the day. Unfortunately, the untoward consequences of a habit of tardiness are not limited to the school-room, inasmuch as it tends to the growth of a feeling of indifference to punctuality in regard to the responsibilities and solemn duties of maturer years.

Burton, in his "Anatomy of Melancholy," quaintly remarks—"by that shoe-horn of idleness, * * * melancholy, that feral fiend is drawn on." With equal truth it may be said, by that shoe-horn of procrastination is drawn on a perpetual conflict with adversity. He who fails to keep his business engagements, who habitually neglects his appointments, who writes his promises in water, who is guilty of the positive incivility of never being up to time, will ultimately find to his sorrow that he has let slip the golden opportunity of a successful career like an empty dream, and enrolled himself in the ranks of permanent and discontented mediocrity. "Whoso doeth these things shall" ever "fail," in the objects of human life. Let parental influence be directed to the forming of habits of exactitude, by example as well as by precept. Let the hearth-stone become an altar on which the youthful heart can lay its votive offerings of affection and obedience; let the home government be regular, mild, equable and refined, and there can be no fairer assurance that a family so guided will be daily growing in knowledge and grace; while its head shall merit the commendation like that divinely accorded to the patriarch: "I know him that he will command his children, and his household after him; and they shall keep the way of the Lord to do justice and judgment."

School Committee.—Francis Brinley, Daniel Parham, Luther Butterfield.

WALTHAM.

While we need not hesitate to say that our teachers generally manifest a worthy ambition to do their whole duty, we must admit, that in some instances, and particularly in some of our Primary Schools, there is a want of discipline and frequently a degree of disorder quite inconsistent with the purposes of the school or the advancement of the children. It is in the Primary School that the new and untried teacher is expected to commence her labors. Yet it is undoubtedly true that the government of a school of this grade is much more difficult than one of a higher character. While, however, it is quite desirable that children of the age of those who attend these schools should become accustomed to the proper restraints of the school-room in distinction from the freedom of the street and the home, we

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would not be thought to require in them the severity of discipline necessary in a school of older pupils. The quick, impulsive nature of early childhood needs not and should not be bound down to the stiff attitude and unchanging moods that coming years alone can render consistent or tolerable. The great aim of the teacher of such a school should be by every means in her power to interest her little ones in the exercises of the school. Of study with such children there cannot and ought not to be much. The poring over of books with them soon becomes labor, and labor of mind is as foreign to childhood as labor of the body. From books alone there can be but little profitable teaching of children of this tender age. It is from the teacher, ready with illustration and quick to catch and secure attention, from her eye and countenance beaming with light and animation, or radiant with gentleness and love, that the minds of these little ones are to revel in the delights of learning. Under such an influence it is as natural for the child to gladden with the thronging visions and new ideas that are presented to him, as for the bird to sing or the kitten to play. An ability to interest is the main element in the successful government of such a school. If we had not more than once seen it exemplified in our own schools, we might doubt whether the capacity existed anywhere which could control to every desirable extent the restless minds and bodies of the pupils of our Primary Schools, and yet preserve untouched the buoyancy of their mental nature. We should despair of being able to describe in language the influence which can accomplish this object, even if we had ourselves a distinct conception of its character.

There is nothing more difficult than the laying down of rules for the successful government of a school of whatever grade. The power must exist primarily in the individual, in the teacher; and that power will make its own rules and forge its own instruments. A natural love of children and an enthusiastic devotion to duty are the necessary elements of ability in the matter of discipline as well as of instruction. The teacher who feels he is pursuing his daily routine without the inspiration which flows from this fountain, wants the true key to success in the calling he has chosen. While he who is inspired by the spirit which these elements engender, as the true and successful teacher always is inspired, may feel assured that he was ordained by nature, and may we not reverently add, from on high, for a profession which more than any other influences and controls the well-being of society and the world.

One of the first lessons that the school-room should impress upon the young mind, as it is one of the last to desert what otherwise may be but the wreck of manhood, is submission to authority. He who fails there to learn this lesson, and much more, he who violates its principle, or successfully resists its teachings, is nursing in his bosom a spirit which by-and-by, in the broader school of the world, will turn and rend him. An inclina-

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tion to misrule, or a spirit of insubordination contracted and acted upon in the school-room, may outweigh and cancel all that can be there gained in the acquisition of knowledge. Government must be maintained there in one way or another. A failure in this not only renders impossible all profitable instruction, but every hour's detention of a pupil in such a school tends to blunt his sense of propriety and to render easy and smooth the avenue to wrong. Every theory of government supposes the existence of rules, the observance of which it imperatively demands. To establish a law and require its observance, and at the same time to provide no mode of coercion and no penalty for its violation, is but a mockery of authority and inconsistent with every principle of government. We ought to be able to hope and trust that in these days of general intelligence and cultivation it will not often occur that a child may be found willing so far to disgrace himself and his friends, as to be guilty of such a resistance to the rules of the school and the authority of the teacher, as would in our estimation authorize the infliction of corporal punishment. But after all, let it be understood by the child, as well as by the parent, who unfortunately is often inclined against right and reason to uphold and encourage his child, that the teacher is to be a teacher only and never a master; that he may talk and advise and persuade, but that in no event, however violent or refractory the pupil, is he to lay a hand upon him by way of correction or punishment, and from that moment, at the first instance of disorder, the teacher is powerless,—the child is the master.

In closing our report we desire to recognize our high appreciation of the interest which for a season has been committed to our charge. Not wishing immoderately to magnify our office, we yet think there is no municipal position involving more important interests or more burdensome duty. It devolves upon each generation of men so to educate their children that they may faithfully and ably meet the responsibilities of after life. It is a duty we owe to our children, to ourselves and to posterity. We fear that parents sometimes think that this great work is to be done by the committee and the teachers of our schools, and all without their active co-operation. We are always gratified at the liberal attendance upon some of our public examinations, and we know with what eager solicitude many watch over the progress of their children. But we not unfrequently have occasion to wonder at a marked indifference in a matter so weighty. We sometimes meet a man, otherwise prudent, high-minded and intelligent, yet with whom almost the last thing to be cared for would appear to be the educational interest of his children. The calls of business must be met, at no matter what expense of mind or body or estate. His farm or his garden he watches over with anxious solicitude. He plants and waters with care and skill, that by-and-by tree and plant, each accordng to its kind, may bear the fruit and the flower. Yet it may be that the

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choicest treasure of all that would lay claim to his protecting hand, finds in his paternal and watchful care no shelter from the dangers that are around it. But "as the twig is bent the tree's inclined," and the day may come when he will be able to look only with a diminished pleasure upon his garden of trees and shrubs and flowers, bearing in mind at the same time that other garden of his child's mind where no flowers are growing, all overgrown, and it may be through his neglect or indifference, all overgrown with the weeds of vice and error.

School Committee.—JOSIAH RUTTER, CHAUNCEY NEWHALL, LEWIS SMITH, EMORY W. LANE, T. W. BANCROFT, S. B. FLAGG.

WATERTOWN.

In this portion of the report seems to be the proper place for some allusion to the teachers' meetings. An organization has been formed, and the following constitution and by-laws have been adopted:

Constitution.—1. This body shall be known as the "Watertown Teachers' Association."

2. All teachers in the Public Schools of Watertown shall be considered members of the same, qualified to vote and act upon all matters properly coming before them; five members being considered a quorum for transacting business.

3. The members of the school committee shall be considered honorary members of the Association, and by special vote, teachers of Private Schools may become so, and be entitled to take part in its discussions and literary exercises.

4. The officers of the Association shall be a President, Vice-President, Secretary, and Treasurer, performing the usual duties of these officers.

5. The above officers shall be elected at the first meeting of each school-year.

6. The order of business and the literary exercises shall be regulated by the by-laws of this Association.

7. Any of the above articles may be amended at any regular meeting, by a vote of three-fourths of all the members of the Association.

By-Laws.—1. The order of business shall be as follows:—Reading the records of the last meeting; calling the roll of the members; reports of committees; transacting other necessary business; literary exercises and discussions.

2. A committee of three shall be appointed at the first meeting of each school term, whose duty it shall be to report at each meeting a list of literary exercises for the succeeding meeting.

3. The meetings of the Association shall be held on the second Monday of each month, providing no meeting be held during vacations.

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4. The hours of meeting shall be from seven to nine, P. M.

5. The Treasurer shall be empowered to assess and collect such moneys as may be voted for the use of the Association, assessing each lady one-half as much as each gentleman.

6. These by-laws may be amended at any regular meeting, by a two-thirds vote of the members present and voting thereon.

Much credit is due to the persevering interest which has hitherto sustained these meetings, and has now, by special organization, provided for their continuance. This act of association will establish and maintain between our teachers, such personal relations as ought to exist among those who are occupied with the same difficult pursuit; it will stimulate their professional enthusiasm; it will encourage them and aid them in the work of self-improvement; it will enable each scholar in town to receive the benefits of the best ideas, original or derived, of all our teachers; it will give to their action and to the character of the schools, a degree of unity otherwise unattainable.

School Committee.—A. Hosmer, D. T. Huckins, Joseph Crafts, L. D. Sawyer, Geo. F. Meacham, L. B. Morse.

WEST CAMBRIDGE.

The school committee are in no special way the recipients of the bounty of the town, inasmuch as they share only with the rest of their fellow citizens, yet they desire to express their thanks for the liberal support which the town extends to the cause of public education. Commensurate with the generosity of the town is the duty to use its means prudently. A dollar is equally wasted, whether squandered alone or at the end of thousands. The town should watch carefully the application of the public money. It is not surprising that some suspicion of extravagance should exist where sums, large in the aggregate, are expended for purposes not fully seen nor understood by the many who have not followed the advancement of our schools. But in truth, no public board is by the nature of its duties more secure against lavish and wasteful expense than that of the school committee. Its objects of expenditure are few and distinct, and their cost settled and definite. To enumerate them: school-houses are built, under direction of the town, upon competition. Salaries fix themselves by economical law, or speaking deferentially, market value. Fuel finds its unyielding price, and in its use its limit of combustion; repairs are not often expensive, and contingencies have a narrow margin. A little patient examination will relieve the anxiety of those who are oppressed with the fear of waste on the part of the school committee. Nearly their whole fund is exhausted by two or three large items, and their whole account can ordinarily be read at a glance.

For the Committee.—Wm. E. Parmenter.

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WILMINGTON.

It will be seen by this Act that after the year 1869, we shall lose the chief benefit of the School Fund, unless we abolish the district system. This in itself is a very strong reason why we should do away with that system. There can be no question that our schools would be far more successful were the whole management of them put directly under the care of the superintending committee, while the town takes the sole charge of the several school-houses. The superintending committee have a partial responsibility in the matter of teachers. Why should they not do all that is to be done about teachers? They would not then, as now, often feel obliged to approbate a teacher not competent, because it is too late to secure another, or because they desire to regard the feelings of this and that prudential committee, or to save trouble in the district. How much more simple and business-like the whole thing would be for the superintending committee to search out the best teachers, hire them, approve them, and examine and report upon their work. If this committee are not faithful in any and every part of this whole duty, let the town remove them, and put others, as they do in regard to their other officers. Again, how much more simple and business-like for the town to locate and build the school-houses, repair them as occasion requires, and all this by a direct responsibility and oversight, just as they do their other town business. How much easier, and less complicated, and how much more likely that the needed school-houses will be built, furnished, repaired, &c., in this way, than when all this is undertaken through the cumbersome and jealous State sovereignties of half a dozen districts. It is a consideration of some importance that all the cities in the Commonwealth, and nearly all the large towns, and not a few of the small ones, have abolished the district system, and in every case the substitution of the town system has given general satisfaction. There is no desire to go back to the old way. We have no doubt that this would be our experience if we only have the enterprise and courage to make the change.

School Committee.—SAMUEL H. TOLMAN, SYLVESTER CARTER, Jr., WILLIAM H. CARTER.

WINCHESTER.

Course of Study to be followed in the Primary Classes of the Winchester Schools.—First Year.—Learn the letters and their powers. Read through Hillard's "First Primary Reader." Spell twenty-five pages in Worcester's "Speller," both phonically and in the usual method. Learn the Arabic and Roman numerals, and to add numbers, the sum of which does not exceed fifty.

Practise printing and drawing on the slate, and singing daily.

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Second Year.—Continue spelling (in both ways) and printing. Read through Hillard's "Second Primary Reader." Learn to add and subtract well "in the head." Continue singing.

Third Year.—Learn to spell and analyze any words. Finish Hillard's "Third Primary Reader." Become familiar with addition, subtraction, multiplication, division, and their tables. Write a plain "hand" on the slate. Begin geography. Continue singing.

There is less of monotony and mannerism, and a decided improvement in distinctness of articulation, which will increase more as the phonic system of reading is better understood and taught in the Primary and Intermediate Schools. It should never be forgotten that the introductory exercises, which precede the ordinary lessons in our reading-books, form a very important part of the book, and deserve the careful study of both teacher and children. Persevering drill in these will work wonders in correcting defects, and even in removing impediments in speech. More pains should also be taken to form good habits of speech in recitation; for here is one field for putting into practice what is taught in the reading lesson. There is an absurd paradox in requiring distinctness and correctness in the reading class, while we tolerate mumbling, gabbling and slurring speech in all the other classes. Of all accomplishments, the most delightful is elegant, correct and easy speech; it is fresh every morning, and new every evening; good alike for the quiet home or the crowded drawing-room; welcome to the laborer as to the man of letters; and instruction in this accomplishment should be a part of every lesson.

The report of last year spoke in strong terms of the importance of Primary Schools, and each succeeding term has made this truth plainer to your committee; and they are anxious that it should be felt by all their townsmen. It is no more important that the High School should be in good condition than that the Primary Schools should be. In them is formed the child's first impression of school life and study. The bias, the tone, of the first term here may characterize the whole of the child's future. Correct enunciation, promptness, quiet and cheerful obedience, dexterity of hand, even the proper carriage of the person, must, in three cases out of four, be learned in the Primary, if in any school. Let the reader consider whether the best qualities of a teacher are not required in such schools, and whether such qualities do not deserve to be well paid. Several years ago, the accomplished and able lady now at the head of the Boston Training School was induced to leave Oswego, and take an assistant's place in a Boston Grammar School. After filling her new place a while, very much to the satisfaction of her employers, she said to the superintendent, "Sir, I cannot stay in Boston, unless I am promoted." Not understanding whither she could expect to be promoted from the good

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place she already had, he asked what she desired. "Why, sir," said she, "I prepared myself with great labor to teach, and am fitted for something better than a Grammar School. I want to be promoted to something of more consequence,—to a Primary School." And she got her promotion. Her school soon became the admiration of all who knew it, and it was soon felt that she must teach teachers in the Training School. Let it not be supposed that the older grades of schools are less, but that the Primary Schools are more important in the estimation of the present committee, than the popular voice proclaims.

School Committee.—F. WINSOR, A. CHAPIN, B. F. HAM.

WOBURN.

There is still in many schools a decided want of punctuality. Absences, tardiness, as well as dismissals before the close of school, are in three-fourths of the cases unnecessary, and we ask the cheerful co-operation of parents to abate the evil. Scholars who are brought up with such habits will retain them through life. The act of detaining a child from a single recitation, partakes far more of the nature of punishment than of favor. The careful preparation of the lessons of one week assists very much in a clear understanding of those of the following week. If a child loses the explanations of his teacher to-day, he is less prepared for those of to-morrow; he falls behind his class, and becomes discouraged. His irregular attendance not only unfits him for the work before him, but also has a bad influence on his schoolmates. The effect is not unlike that of continual desertion in an army; the misconduct of a few may demoralize the whole. Nothing but ill-health or the most imperative necessity should keep your children away from school.

Regulations for the guidance of the Superintendent of Public Schools of Woburn.—SECT. 1. The Superintendent of Public Schools shall be elected annually at the first regular meeting of the school committee, after the annual town meeting in April, and whenever a vacancy occurs, and shall enter upon the duties of his office on the first day of July next ensuing, or in case of vacancy, at such time as the committee may determine.

SECT. 2. He shall, under the direction and control of the board, have the care and supervision of all the Public Schools; shall visit each school as often as is practicable; carefully examine as to its progress and condition, and labor for its improvement. He shall advise with teachers in reference to instruction and discipline; and for this purpose, shall hold monthly meetings of the teachers, during the session of the schools; shall pay particular attention to the classification of the schools, that there may be, so far as practical, a uniform course and system pursued in the

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different schools of the same grade; shall see that the prescribed text-books are used, and studies pursued, and none others, and that the standing regulations and all orders of the board regarding the schools are carried into effect.

SECT. 3. He shall exert his personal influence to secure as general and regular an attendance as possible, and equalize as far as may be the numbers in the different schools of the same grade. He shall have the direction and control of the transfer of scholars from one school to another of the same grade; and all certificates of transfer shall be signed by him. Upon every application for a transfer, he shall carefully investigate the reason therefor, and especially regard the number in the schools and the residence of the scholar. In doubtful or difficult cases, he shall consult the appropriate sub-committees. He shall take cognizance of all cases of truancy or non-attendance upon school, which may come to his knowledge, and strive in every instance to reform the child. In case his efforts are unsuccessful, he shall report the child to one of the officers whose duty it is to make complaint in such cases.

SECT. 4. He shall devote himself to the study of our school system, and acquaint himself with the general progress of education. He shall attend all the meetings of the board, and shall, when called upon through the chairman, express his opinion on any topic under discussion, and communicate such information as he may have. He shall, when requested, attend the meetings of special committees, and render them such service as may be required. He shall keep a list of applicants for situations as teachers, and all such facts as may be known to him regarding the character, experience and qualifications of the applicants. He shall render to the sub-committees of schools all assistance in his power, and keep them advised with regard to matters pertaining to their several schools.

He shall prepare and present to the board, at some time during the month of March, a general report of his labors for the year, accompanied by such statistical tables, and such suggestions in regard to the increase of their efficiency, as he may deem advisable.

SECT. 5. He shall receive and examine all bills of which this board takes cognizance. He shall pay particular attention to the school-houses, yards, appurtenances, and to the methods of heating and ventilating, aiming to secure to teachers and pupils health and comfort, and at the same time economy to the town in the expenditure of money and to prevent waste and injury to property.

He shall open an account with each school, in a book to be provided for that purpose, which account shall state the actual expense incurred, and for what purpose the money is expended. He shall ascertain all the facts with respect to non-resident pupils and pupils of non-resident parents, and see that the information is laid before the board.

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SECT. 6. He shall from time to time examine the several schools, select such of the pupils as are prepared for promotion, and cause the proper transfers to be made, (provided such transfers shall receive the sanction of the sub-committees.)

SECT. 7. He shall keep a constant supply of all necessary blanks for the use of the committee, teachers and himself; furnish to the order of teachers, as he may find it to be necessary, all blanks, registers, blank-books, text-books and stationery; receive from teachers their reports and classify and record them at the end of the term. He shall procure the diplomas to be awarded and cause them to be properly inscribed.

In addition to these duties, it was voted at a meeting of the committee held in September, "that the Superintendent of Public Schools should be authorized to take into his charge all school-books belonging to the town, and to keep for sale such school-books and stationery as the scholars need."

School Committee.—H. C. TOWNLEY, JOHN CUMMINGS, Jr., STEPHEN NICHOLS, JOHN JOHNSON, JOSEPH G. POLLARD, SAMUEL W. ABBOTT.

The want of some definite programme of studies leads to injurious results. It is not enough to prescribe the text-books to be studied from year to year; the subjects to be mastered each term should be definitely stated. Nor should we stop there. Not only should we state definitely the work to be done in a given time, but we should see that it is done in that time. In this way only can the greatest economy of time and labor be secured. If no specific directions are given, the teacher's judgment must be her only guide. Of course, where so much is left to the discretion of the teacher, unity of action would be impossible. The evils of such a system would naturally be greatest in those schools in which the change of teachers is most frequent. To this rule our schools formed no exception. Those in which there had been the greatest permanency of teachers, were, as a general rule, in a higher state of advancement than their less fortunate neighbors. In comparing schools of the same grade, I found a difference of at least one year in their attainments, and that, too, in schools where the pupils were of the same average age, and, as far as I could judge, of equally good natural endowments. In other words, some of the schools had literally lost an entire year.

A single word in regard to methods will suffice. At the time of my first visit to the schools in September, there was not only a great diversity of methods in the different schools, but there were some that have been tried and rejected by the highest educational authorities in the land. Now, if one method is better than another, it is our duty to find the best and insist on its adoption. I would not embrace a new method because it is new, neither would I adhere to an old one because it is old. Such

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radicalism and conservatism, if not uncommon, are certainly unreasonable. There is a natural process by which the mental faculties may be developed. It is a matter of vast importance whether the perceptive or the reasoning powers are unfolded first, for the one is a natural order of development, the other unnatural; the one is in accordance with the laws of the human mind, the other in direct opposition to those laws. Shall the memory be kept constantly on the stretch and the judgment neglected, as is more frequently the case, or shall they be exercised together? These questions, and such as these, must be answered before we can arrive at the true methods of teaching. A careful observation of the methods pursued in our schools convinced me that in this respect there was much room for improvement, and that the best interests of the schools demanded that the matter should have immediate attention.

The last defect to which I alluded, was a want of unity of action in our school system. Schools of the same grade should do the same work. It should be the same in quantity and in quality, and the methods should be the same. With such a system, a pupil may be transferred from one school to another without the loss of a single day. Such transfers are frequent, and must necessarily be, in consequence of change of residence, the necessity of relieving schools that are overcrowded, and for other reasons. The higher the grade, the greater is the need of such a system. Take, for instance, the Grammar Schools. These are recruited from year to year from the Intermediate, the next lower grade. The Central Grammar receives pupils from at least eight different schools. Unless these schools shall have done the same work, the attainments of the pupils must of course differ. In the Grammar School they are to form one class. It follows of necessity that there must be a loss of time somewhere; either those most advanced must wait for the others to overtake them, or those who are deficient must be pushed forward more rapidly than their strength will allow. The result is that many become discouraged and leave before the close of the first year. The same remarks apply with greater force to the High School in its relations to the Grammar Schools.

In order to remedy the defects which I have pointed out, I first undertook the preparation of a programme of studies for each grade of schools. The result of my labors in this direction I now submit for your consideration. The work for each year is first stated in general terms, and then the part to be done each term is given in detail.

Programme of Studies.

Primary Schools.—*First Year.*—Sheldon's Reading Charts; the words on the same to be spelled by the sounds and the names of the letters. Hillard's Second Reader; the words in columns to be spelled by the sounds and the names of the letters.—Arithmetic, through the "First Step" in Sheldon's Manual.—Geography, through the "First Step"

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in Sheldon's Manual.—Printing on the slate.—Lessons on objects, fifteen minutes at least each session.—Singing and physical exercises daily.

First Term.—Sheldon's Reading Charts. Numbers five, six, seven, eight, nine and ten.

Second Term.—Sheldon's Reading Charts. Numbers eleven, twelve, thirteen, fourteen and fifteen.

Third Term.—Sheldon's Reading Charts. Numbers sixteen, seventeen, eighteen and four. Number four to be read with special reference to the long sounds of the vowels. Hillard's Second Reader to the 20th page.

Second Year.—Worcester's Primary Speller. Hillard's Second Reader; the words in columns to be spelled; words in the Reader and Speller to be spelled by the sounds and the names of the letters. Form sentences of words in the reading and spelling lessons each day. Conversations on the meaning of what is read. Learn the marks of punctuation.—Arithmetic, through the "Second Step" in Sheldon's Manual.—Geography, through the "Second Step" in Sheldon's Manual.—Printing small letters and capitals on the slate.—Lessons on objects, fifteen minutes at least each session.—Singing and physical exercises daily.

First Term.—Hillard's Second Reader, from the 20th to the 51st page. Worcester's Primary Speller, from the 26th to the 38th page.

Second Term.—Hillard's Second Reader, from the 51st to the 83d page. Worcester's Primary Speller, from the 38th to the 48th page.

Third Term.—Hillard's Second Reader, completed. Worcester's Primary Speller, from the 48th to the 61st page.

Third Year.—Worcester's Primary Speller. Hillard's Third Reader; the words in columns to be spelled and defined; words in the Reader and Speller to be spelled by the sounds and the names of the letters. Form sentences of words in the reading and spelling lessons each day. Conversations on the meaning of what is read. Questions on the use of capitals and the marks indicating the pronunciation.—Arithmetic, through the "Third Step" in Sheldon's Manual.—Geography, through the "Third Step" in Sheldon's Manual; also the geography of Woburn.—Writing small letters and capitals on the slate.—Lessons on objects, fifteen minutes at least each session.—Singing and physical exercises daily.

First Term.—Hillard's Third Reader, to the 44th page. Worcester's Primary Speller, from the 61st to the 73d page.

Second Term.—Hillard's Third Reader, from the 44th to the 74th page. Worcester's Primary Speller, from the 73d to the 81st page.

Third Term.—Hillard's Third Reader, from the 74th to the 106th page. Worcester's Primary Speller, completed.

INTERMEDIATE SCHOOLS.—*First Year.*—Worcester's Comprehensive Speller. Hillard's Third and Fourth Readers; the words in columns and in the Speller to be spelled and defined, and the accented syllables to be

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marked; the words to be written on the slate; difficult words to be spelled by the sounds and the names of the letters. Questions on the use of capitals. Conversations on the meaning of what is read.—Robinson's Intellectual Arithmetic. Exercises in Written Arithmetic on the slate and blackboard.—Colton and Fitch's Introductory Geography.—Payson, Dunton and Scribner's Writing Books.—Lessons on objects, fifteen minutes at least each day.—Singing and physical exercises daily.

First Term.—Hillard's Third Reader, from the 106th to the 155th page.—Worcester's Comprehensive Speller, from the 46th to the 71st lesson.—Robinson's Intellectual Arithmetic, through Addition. Addition in Written Arithmetic on the slate and blackboard; no amount to exceed one million.—Colton and Fitch's Introductory Geography, from the 5th to the 26th page.

Second Term.—Hillard's Third Reader, completed. Worcester's Comprehensive Speller, from the 71st to the 105th lesson.—Robinson's Intellectual Arithmetic, through Subtraction. Subtraction in Written Arithmetic on the slate and blackboard; no minuend to exceed one million.—Colton and Fitch's Introductory Geography, from the 26th to the 36th page.

Third Term.—Hillard's Fourth Reader, from the 33d to the 81st page.—Worcester's Comprehensive Speller, from the 105th to the 140th lesson.—Robinson's Intellectual Arithmetic, through Multiplication. Multiplication in Written Arithmetic on the slate and blackboard; no product to exceed one billion.—Colton and Fitch's Introductory Geography, from the 39th to the 52d page.

Second Year.—The same general directions as in the first year.

First Term.—Hillard's Fourth Reader, from the 81st to the 127th page.—Worcester's Comprehensive Speller, from the 140th to the 168th lesson.—Robinson's Intellectual Arithmetic, through Division. Division in Written Arithmetic on the slate and blackboard; no dividend to exceed one billion.—Colton and Fitch's Introductory Geography, from the 52d to the 70th page.

Second Term.—Hillard's Fourth Reader, from the 127th to the 175th page.—Worcester's Comprehensive Speller, from the 168th to the 190th lesson.—Robinson's Intellectual Arithmetic, from the 57th to the 73d page. Fractions in Written Arithmetic; applying such principles only as have been developed in the Intellectual Arithmetic.—Colton and Fitch's Introductory Geography, from the 70th to the 80th page; also the 92d and 93d pages.

Third Term.—Hillard's Fourth Reader, completed.—Worcester's Comprehensive Speller, from the 190th to the 210th lesson.—Robinson's Intellectual Arithmetic, from the 73d to the 80th page. Fractions in Written Arithmetic; applying such principles only as have been devel-

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oped in the Intellectual Arithmetic.—Colton and Fitch's Introductory Geography, from the 80th to the 92d page.

GRAMMAR SCHOOLS.—*First Year.*—Worcester's Comprehensive Speller. Hillard's Intermediate Reader; the words in columns and in the Speller to be spelled and defined, and the accented syllables to be marked; the words to be written on the slate; difficult words to be spelled by the sounds and the names of the letters. Questions on the general principles of punctuation and the use of capitals. Conversations on the meaning of what is read.—Robinson's Intellectual Arithmetic. Exercises in Written Arithmetic on the slate and blackboard.—Colton's Quarto Geography.—Kerl's Common School Grammar.—Payson, Dunton and Scribner's Writing Books.—Singing and physical exercises daily.

First Term.—Hillard's Intermediate Reader, from the 1st to the 17th lesson.—Worcester's Comprehensive Speller, from the 210th to the 228th lesson.—Robinson's Intellectual Arithmetic, from the 80th to the 98th page. Fractions in Robinson's Practical Arithmetic, from the 101st to the 116th page.—Colton's Quarto Geography, to Greenland on the 12th page.—Develop the parts of speech.

Second Term.—Hillard's Intermediate Reader, from the 17th to the 31st lesson.—Worcester's Comprehensive Speller, from the 228th to the 241st lesson.—Robinson's Intellectual Arithmetic, from the 98th to the 104th page. Decimal Fractions in Robinson's Practical Arithmetic, from the 116th to the 131st page.—Colton's Quarto Geography, from the 16th to the 26th page.—Properties and classes of the parts of speech.

Third Term.—Hillard's Intermediate Reader, from the 31st to the 50th lesson.—Worcester's Comprehensive Speller, from the 241st to the 255th lesson.—Robinson's Intellectual Arithmetic, from the 48th to the 53d page. Reduction in Robinson's Practical Arithmetic, from the 131st to the 165th page.—Colton's Quarto Geography, from the 26th to the 44th page.—Inflection of nouns and pronouns.

Second Year.—The same general directions as in the first year.

First Term.—Hillard's Intermediate Reader, from the 50th to the 65th lesson.—Worcester's Comprehensive Speller, from the 255th lesson to Derivation.—Robinson's Intellectual Arithmetic, from the 53d to the 57th page. Reduction in Robinson's Practical Arithmetic, from the 165th to the 198th page.—Colton's Quarto Geography, from the 12th to the 16th, and from the 44th to the 60th page.—Inflection of verbs, and comparison of adjectives and adverbs.

Second Term.—Hillard's Intermediate Reader, completed.—Worcester's Comprehensive Speller, from the 133d to the 140th page; with application to the reading lesson each day.—Robinson's Intellectual Arithmetic, from the 118th to the 129th page. Percentage in Robinson's Practical Arithmetic, from the 205th to the 230th page.—Colton's Quarto Geo-

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graphy, from the 60th to the 70th page.—Syntax of nouns, adjectives, verbs and adverbs.

Third Term.—Hillard's Fifth Reader, from the 1st to the 22d lesson. —Worcester's Comprehensive Speller, from the 146th page to the end.—Robinson's Intellectual Arithmetic, from the 129th to the 145th page. Percentage in Robinson's Practical Arithmetic, from the 230th to the 252d page.—Colton's Quarto Geography, from the 70th to the 80th page. —Syntax of pronouns, prepositions, conjunctions and interjections.

Third Year.—The same general directions as in the first year.

First Term.—Hillard's Fifth Reader, from the 22d to the 39th lesson. Spell from the reading lesson each day.—Robinson's Intellectual Arithmetic, from the 104th to the 113th page. Percentage in Robinson's Practical Arithmetic, from the 252d to the 269th page.—Colton's Quarto Geography, from the 80th to the 103d page.—Apply the principles of etymology and syntax to a portion of the reading lessons assigned for the term; the selections not to exceed ten pages, and to be about equally divided between prose and poetry, with an abundance of oral and written exercises in illustration of each principle.

Second Term.—Hillard's Fifth Reader, from the 39th to the 54th lesson. Spell from the reading lesson each day.—Robinson's Intellectual Arithmetic, from the 113th to the 118th page. Ratio, Proportion, and Mensuration in Robinson's Practical Arithmetic, from the 269th to the 284th page, and from the 332d to the 336th inclusive.—Colton's Quarto Geography; review the Western Hemisphere.—Grammar, as prescribed for the first term.

Third Term.—Hillard's Fifth Reader, from the 54th to the 74th lesson. Spell from the reading lesson each day.—Robinson's Intellectual Arithmetic; reviewing the most important principles. Involution and Evolution in Robinson's Practical Arithmetic, from the 303d to the 318th page.—Colton's Quarto Geography; review the entire book.—Grammar, as prescribed for the first term.

HIGH SCHOOL.—*First Year.*—Algebra, Latin, French, Natural Philosophy, English Language, Geography, Reading, Writing.

Second Year.—Rhetoric, Latin, French, Chemistry, Geometry, English Language, Geography, Reading, Writing.

Third Year.—History, Latin, French, Geology, Natural History, Arithmetic, English Language, Geography, Reading, Writing.

Fourth Year.—History, Latin, French, Astronomy, Botany, Constitution of the United States, English Language, Arithmetic, Geography, Reading, Writing.

Declamations and Compositions through the course. Classes may be formed in Book-keeping and Surveying whenever a sufficient number of pupils may desire it.

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The Natural Sciences are to be taught in their relations to trade, arts and life, with abundant oral instruction, illustration and application. The miscellaneous exercises, Arithmetic, Geography and English Language, are interspersed with the others, some one being omitted when these come in.

There are, in reality, four different courses of study in the High School: the Classical, the English, the English and French, and the English and Latin. Every pupil, with the approbation of his parents or guardian, may choose which of these he will pursue, and every pupil who shall have completed either of them is entitled to a diploma. There is also a three years' course, and a diploma is awarded for the completion of this in the same manner as of the others. Still further, no pupil is compelled to pursue either of these regular courses of study. Parents can select such studies as they prefer. A pupil may pursue only a single study. In such a case, his attendance at the school is required only during the hour of recitation. These modifications interfere in no manner with the regular, systematic classification of the school, while at the same time they do much to meet the wants of those whom circumstances prevent from pursuing a regular course, or who wish to pursue a partial course for a special purpose. Some have already availed themselves of these privileges during the past year.

It will be noticed that the course of study in the Primary Schools is three years. Scholars graduate from these schools at eight or nine years of age. It will also be seen that the course of study in the Intermediate Schools has been reduced from three to two years, and in the Grammar Schools from four to three years. I found the Intermediate Schools doing less than their share of the work. There were two ways in which this inequality could be removed: either by transferring some of the work from the Grammar to the Intermediate, or by reducing the time in the Intermediate. The latter seemed to me to be the better. Scholars graduate from these schools at ten or eleven years of age. The time has been reduced in the Grammar Schools, not by crowding the work of four years into three, but by omitting what was unessential and unpractical, and by some changes in the methods of instruction. The object of the Grammar Schools is the preparation of the pupils attending them for the practical business of life. This being the chief object, the studies should be so arranged as to accomplish it. The unpractical should give way to the practical, and such methods of instruction should be adopted as will lead to the greatest economy of time and labor. Much that is found in our text-books is merely disciplinary,—of no practical value whatever. I do not underrate the value of discipline, but in the case of a majority of the pupils in this grade of schools, I regard it as a luxury which they cannot afford. Acting in accordance with these views, I have reduced the time

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in the Grammar Schools from four to three years, as already stated. Scholars graduate from these schools at thirteen or fourteen years of age. This reduction of time in the Intermediate and Grammar Schools enables a pupil to pass through the full course of four years in the High School and graduate at seventeen or eighteen years of age, or the shorter course of three years and graduate at sixteen or seventeen years of age. I feel confident that this plan, if properly carried out, will meet the wants of the people, and I submit it with the hope that it may receive your approval.

I now invite your attention to some of the changes that have been made in the methods of teaching. I begin with the Primary Schools. Reading and spelling occupy much of the time in this grade of schools. Indeed, it is their chief work. It is very necessary that this work should be well done. The best methods should be discovered, and their adoption made imperative. For instance, there are two methods of teaching the alphabet: one, by teaching the names of the letters, and the other, by teaching their sounds. At the time of my first visit to the schools in September, both methods were in use. A majority were pursuing the former. If we are to judge of a method by its results, there can be no question which of these is to be preferred. Accordingly, I lost no time in bringing the matter to your notice, and in accordance with your directions, have obtained Sheldon's Phonic Reading Charts for the lowest class in the Primary Schools, and the corresponding class in the Mixed Schools. These charts are eighteen in number, and contain sufficient reading matter to occupy the greater part of the first year. The pupil passes from these to Hillard's Second Reader. This change, I believe, receives the general approval of the teachers. Changes have also been made in the methods of teaching arithmetic and geography. The instruction in both these branches is oral, and is based upon the principle that the pupil should be taught to think; that ideas, not words, are the legitimate objects of study. As a guide in the teaching of these branches, I have recommended for the use of the teachers, Sheldon's Manual of Elementary Instruction, believing it to be well adapted to this purpose.

The use of the slate in the Primary Schools has been encouraged. The second and third classes have been taught to print small letters and capitals. The first class has been taught to write. The interest manifested in these exercises is truly encouraging, and the progress, in some cases, remarkable. Little boys and girls who three months since could not write a single letter of the alphabet, can now write the small letters and capitals, and some of them even their names legibly and neatly. Nor is this all. The pupil is thus furnished with useful employment, and the good order of the school is thereby promoted. These slate exercises are, in my judgment, invaluable. Such are the most important changes that

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have been made in the Primary Schools. The results will show whether they are wise or unwise.

I pass now to the Intermediate Schools. The method of teaching arithmetic in these schools has engaged my special attention. I am convinced that, in the study of this subject, much time is wasted by giving undue attention to what is unpractical and unessential. For instance, of what advantage is it to a pupil to be taught to write and read quatuordecillions? How many merchants ever use such a combination of figures? How many, in their business computations, have occasion to find the greatest common divisor of two or more numbers? What operation in Arithmetic necessarily involves this process, for it cannot be called a principle? What mechanic ever makes use of duodecimals? Still, I have seen days and even weeks spent upon each of these subjects. It is not a sufficient answer to these questions to say that the study of these subjects furnishes a good mental discipline. The majority of the children in our schools are not sent there to practise mental gymnastics, but to acquire useful knowledge, such knowledge as will assist them in obtaining a livelihood, and will make them better members of society. It should be borne in mind, too, that that part of the arithmetic that is of the least practical value, is certain to consume the most time, and for the very plain reason that it is the most difficult and uninteresting. What is the remedy for this state of things? It is necessary to find the source of the evil before we can apply the remedy. I believe that in this, as in the other branches, the teachers adhere too strictly to the text-book. Nor is this the fault of the teachers alone. They generally adapt their teaching to the requirements of those under whose direction they act. It would be unreasonable to expect the teachers to decide what should be taught, and the proper methods to be pursued, in addition to their other labors. Nor would it be wise to require this of them, for there would be as great a diversity of systems as there are teachers. This work belongs to those who have the supervision of the schools, and to them alone. If it is not done by them, very few teachers have the courage to assume the responsibility of doing it themselves. They feel that it is safer to follow the prescribed text-book than to trust their own judgment. The result is, that the essential and non-essential, the practical and the unpractical, are treated as if of equal importance. Acting in accordance with these convictions, I requested the teachers of the Intermediate Schools to dispense entirely with the use of the text-book in Written Arithmetic, and briefly explained the plan to be pursued. The request was cheerfully complied with by all, without exception, and I am happy to be able to state that no text-book in Written Arithmetic is now used in any Intermediate School in the town. The same change has been made in the Grammar and Mixed Schools. There are other branches of study, in the teaching of

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which a change of method is needed. I have asked your attention to these in particular, to enable you to judge of the general scope of my plans and labors in this direction.

Superintendent of Schools.—THOMAS EMERSON.

Rules and Regulations.—1. The teachers will be at their school-rooms fifteen minutes, and in stormy or cold weather twenty minutes, before school time.

2. They will see that their rooms, grounds and all the premises of the school-house, are kept neat and in good order during term time.

3. They are not to dismiss their schools or change the school hours except by permission of the committee, nor must any recess exceed fifteen minutes.

4. No contributions for any purpose are to be taken up, no notices given not pertaining to the direct work of the school, and no agents permitted to display their books or wares in the schools.

5. Scholars who do not reach the school-house before the school opens, or who have been absent from school, must have a written excuse from their parents or guardians, before they can be admitted. This applies to all but Primary Schools.

6. Any damage done to the school-house, grounds or premises, must be paid for by the parent or guardian of the child or children doing it. The "General Statutes of Massachusetts" enact, that all such wilful and wanton damage shall be punished "by a fine not exceeding five hundred dollars, or by imprisonment in the jail not exceeding one year."

7. No deviation must be made from the course of study prescribed by the committee, nor any scholar either degraded or promoted without their assent.

WORCESTER COUNTY.

ATHOL.

The town, the past two years, has by abolishing three districts and redistricting the town, made a strong move in the right direction, and we believe the discontent thus produced has very generally subsided, and all are ready to admit that these changes were important, necessary and desirable. The size of our schools is now equalized, and with the same outlay of money our children would receive much better privileges than formally; very few would prefer the old system.

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With unexampled liberality, the town voted at the last March meeting to appropriate $3,600 for District Schools, thus doubling our appropriation in two years, and $700 with the income of the school fund for the High School, with the understanding that all the schools should be kept thirty-two weeks in a year, and the High School forty weeks. Under the detailed report of each school, you will notice that all the scholars have enjoyed the privilege of thirty-two weeks' schooling with but three or four exceptions, when from accidental causes they had but thirty weeks.

We believe the town never made an appropriation of money which gave such general satisfaction to all our people—never made an appropriation which promises such a return in the present and future, of real, substantial good; and we are happy to here record the fact that at the annual March meeting this year, the town by providing for thirty weeks of school privileges for the ensuing year, has substantially maintained its advanced position, and we have no doubt but that it will continue this policy hereafter.

The action of the town, in voting not to divide the school money between the districts, as recommended in our last report, has worked well, far better and more equal than the old practice, which would give one school eighteen and another twenty-five weeks. Now all the schools are entitled to the same number of weeks alike, and equal school privileges are thereby more nearly secured.

School Committee.—James P. Lynde, Geo. L. Hunt.

AUBURN.

The increased appropriation of the town the past year is an important step towards a higher grade of schools. It enables the prudential committee to secure the services of teachers of ability and experience, at a higher salary than they have been able to pay before, without making the term too short to meet the requirements of the statute.

Committees cannot exercise too much care in their choice of teachers. They should be sufficiently interested in the welfare of the schools to inform themselves as to what is wanted of a teacher; and to allow no consideration except suitable qualifications, to govern them in making their selections, that those may be secured who not only may succeed, but from their known ability to perform what is required will be something more than likely to do well. The idea that any one will do for a summer term or a small school, is erroneous.

If a person wishes to construct any difficult or complicated piece of machinery, he would consider it a waste of time and money to employ a workman not thoroughly acquainted with the business. The education of

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the young is a work that demands all the skill and energy it is possible to engage in it.

School Committee—S. A. Newton, Jr., D Whitney.

BARRE.

Spelling.—More than usual attention has been given to spelling during the winter, and some new methods of recitation were introduced which have awakened an interest in this so much neglected yet important branch of study, that was very encouraging.

There has been a growing dislike of this study in our schools for many years, and the larger classes have considered this recitation as belonging peculiarly to the primer classes, and beneath the notice of at least the first classes. A few words were spelled from the reading lessons once daily, and in many schools this was all the attention given to this most useful study by scholars above the age of ten years. Our best teachers averred that it was impossible to get a good recitation in this art, from the older scholars, and at the teachers' meetings the question was asked: What can be done to make this study inviting to the scholars, so that they will give their spelling lessons enough study to acquire a respectable proficiency therein. Town spelling schools were proposed and accepted as a remedy for the difficulty; and accordingly spelling schools were held at the town hall on Saturday afternoons in which nearly all the districts in town were represented. A lesson of some ten pages, from the spelling book, was given out weekly. A commendable rivalry soon existed among the pupils to be victorious in the "spelling down" exercise, in which an error sent the scholar making it to his seat. The people of the various districts began also to take an interest in the matter and to encourage their children not only to win the victory for themselves but for their district. So much has this interest been excited that many of the venerable and gray-haired citizens have proposed a spelling school in which not only the schools, but all others in town may compete; and to add zest to the idea it was also proposed that the committee, teachers and scholars should spell against those not intimately connected with the schools. Whatever plan may be adopted this year, the success of the past winter, the snow blockade notwithstanding, has been such as to warrant a continuance of the schools either weekly or bi-weekly, the details of the meetings to be arranged by consultation with the teachers and others interested.

School Committee.—N. E. Holland, A. G. Wheelock, Charles G. Allen.

BERLIN.

Each district agent ordinarily has applications sufficient to supply the town. But the school committee have hitherto met only the number

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wanted. This will be changed. The committee must needs make a selection, and perhaps, also, seek other candidates. The school committee then will veritably be responsible for the qualifications of the teachers in all respects. You will quickly condemn any favoritism on their part. You must not, then, ask for favoritism. Whenever this responsibility shall rest solely on the school committee, they will have no excuse for not obtaining the best teachers within reach of their means. Our own young ladies who are looking to this service, must set their own mark high. The town is demanding, and justly, more and more of the teachers of its youth. First of all they must have the knowledge of the branches taught. They must not offer, on examination, that they have been so long engaged in something else that they cannot recall what they know. No teacher must depend on study in term time to keep ahead of the classes. Every teacher should, indeed, as the best teachers habitually do, go over the daily lessons beforehand. But no dependence should be placed on this. Nor is it enough that a teacher is competent in just so much as a common District School will go over. She ought to be quite in advance of those she undertakes to teach. Is not that the demand in other professions? Why not in that of laying the foundations of education? It is not right in these days, that teachers should stop, in their own equipment, short of some advantages of the Normal School, or an equivalent in some other opportunities. A beginning may be made in teaching, under favorable circumstances, before one has completed her own training. Especially is this allowable and praisworthy if it be to obtain the means of a better outfit. But because one has begun to teach, let her not put off further preparation. Normal Schools cannot make a teacher of one who has not the elements within. But many an ordinary teacher, would, by such an advantage, rise to the first class in the profession. At any rate the public demand is becoming so urgent that it cannot long be neglected. Our schools must advance. If so, none can expect to lead them without higher and higher qualifications. Not alone in book-knowledge, but in all graceful qualities of the ennobling profession.

The next theme is as trite as the former,—parental influence. As a committee of many years' service, all in all, we should like to open to you some chapters in our own knowledge on the subject. Teachers of rare gifts as instructors, judicious in commands, kind in orders, have, in our schools, been wholly defeated by the utter unreasonableness of pupils, more or less, who could give not a reason, not one, for disturbing or even for decrying the school, only that they did not like the teacher. And such children have been listened to at home. Charged, of course, "don't you make any trouble." Did you ever know a parent that would not so charge a child? And yet the child goes off to school, conscious that the parent

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sympathizes with him in not liking the teacher, and that for no intelligible reason under the sun.

Few teachers have every aptness. It is so in all callings. But if one has not a tangible defect, and commits no positive offence, how utterly subversive of the first objects of a school is parental leniency to a mere want of special attachment to a teacher.

Again, we could read you chapters of careless and ill-willed behavior in good schools, which parents of such disturbers never dreamed of. Tattling is a nuisance. But how many parents are there who will bear to have a child's faults which affect the whole district, fairly stated to them, when real?

Scholars have rights. An abusive teacher ought to be discharged. Let scholars be heard. Decide the question on its true merits. But be just to human nature in the teacher as well as in the child. A child can be made to see the difference between being wronged and not being pleased. And no child not wronged should be countenanced in school complaints for the reason he is not so pleased as to like his teacher. We are not apologists for teachers who abuse their calling; nor for such as may crowd themselves into it unfitted by nature for so great a work. Such, in each respect, we have known. But it is not these especially who encounter the obstacles referred to. Many a school has failed in this town, for the mere want of parental co-operation through the pupils. Parents must rally around the school. We do not ask that you rally to the support of a teacher who has not just claims to her position. But if she cannot be impeached by open and fair statement of charges, you must not give ear to mere dislikes. It is easy to say that a teacher must gain the love of her pupils. But if a teacher fails of this, yet does not wrong a pupil, and is competent as a teacher, it is abusive, out of measure, to oppose her labor or neglect her orders. Abusive to her, and abusive to the school.

We see plainly the want of more superintendence of the schools. Your committee are likely to be always men of many other cares. The matter of compensation, by law and by usage, does but little in securing service. But every school really needs two or three entire days every term from the same person. He needs to see the whole routine of the school, and to know the standing of every class. Then he can intelligently judge of teacher and pupils. The service would in itself be a pleasure to any worthy school commitee. But in this selfish and business-driven world, the principle of pure benevolence is waiting for its day. The best substitute for such visitations as suggested is the frequent calls of parents. Were the proper interest shown in this respect, there would be few days in a school term without some visitation. It would have a most salutary effect on teacher and pupils.

School Committee.—W. A. Houghton, Wm. Bassett, E. Hartshorn.

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BLACKSTONE.

Great improvements have been made in the Common School system within the last half century. It would be interesting and profitable to compare the school-houses, the text-books, the reading books and the methods of teaching fifty years ago with those of the present day. But we think it would be more profitable to examine and see if there are not to-day some things in our Common School system which will not bear criticism. In our rage for improvement, we are sometimes liable to improve too much. Sometimes a reputed improvement turns out to be a mere change for the worse.

Within a few years past great stress has been placed on thoroughness of teaching. We believe it has been introduced and made popular by teachers from the Normal Schools, and there is no better quality in our teaching than thoroughness when under the guidance of good common sense. But thoroughness without some measure of progress has no merit. The classes in our schools are made up of scholars of very different capacities for learning. Some will learn a lesson in thirty minutes, which cannot be learned by others in two hours. And to make the matter still worse, questions are almost wholly dispensed with in many schools. The dullest scholar in the class must be waited for by all the rest, till he can rehearse the whole lesson from beginning to end without omitting or misplacing a single fact or idea. By the use in recitations of properly directed questions, the class would be able to get longer lessons and fix many more valuable facts in the mind. In the manufacturing villages, a very large part of the children leave the school at the age of fourteen or fifteen years. While such children do attend school, it is highly important that their time be spent in learning those things which will be most valuable to them in after-life. In reading, we think there has been great improvement in the last twenty-five or thirty years. In most of our schools, we have a much larger proportion of good readers than formerly. Grading the schools in the villages has contributed much to this improvement. In the lower grades, reading and spelling occupy almost the whole time of the school. In the ungraded schools, the time of the teacher is divided among almost all the Common School branches, and necessarily but a small portion of time is given to reading and spelling. In proficiency in spelling, there is a great diversity in our schools. In some the spelling is very satisfactory and deserves much praise; in others it has evidently been too much neglected. We can hardly acquire too much knowledge of the language which is the medium of all our communications with the world around us, and the vehicle of almost all improvement and progress.

The Constitution of Massachusetts confines the right of suffrage to those who are able to read and write the English language. But we ought not

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to be satisfied to allow any child to take leave of the schools without being able to speak and write the language with some degree of grammatical correctness. We find few good grammarians in our schools. Grammar is not studied so much, or it is not studied so successfully, as formerly. Forty or fifty years ago, when scholars generally attended school but three months in a year, and studied Murray's Grammar and Exercises, we think the schools exhibited as much proficiency in the grammatical use of the English language as they do to-day.

Those text-books which teach the correct grammatical use of the language in the shortest and most direct manner, are the best adapted to the limited time which a large class of children are permitted to attend the Common Schools. As a general rule it should be the object of the teacher to direct the studies of the pupil in such a manner as to give him the greatest amount of useful knowledge in the briefest time.

After he has acquired a thorough knowledge of grammatical definitions, of the agreement and government of words in sentences, and the application of the rules of syntax so as to be able to parse correctly the most difficult authors, analysis may be introduced as an ingenious and interesting exercise. As an introduction to rhetoric, perhaps in might be studied with some profit.

School Committee.—M. D. Southwick, J. E. Edwards, E. W. Porter.

BOLTON.

We have no faith in the stand-still policy. We believe in progress. We believe we are, on the whole, advancing. "New times demand new measures and new men." Progression is written on the face of everything. And because a certain style of school-house, a particular course of study, or certain noted teachers were good and performed all the duties required of them in their day and generation, it does not follow that they would be considered good now. Still there are those who do not believe in this progress; particularly when applied to schools. They seem to think, (or at least talk as if they thought,) schools in former days as good as now. It is only necessary that these would-be *savans* enumerate the subjects about which a scholar was expected to be informed forty years ago, and make a comparison with the studies of the present day.

How many and how various are the applications of steam, electricity, light and heat. These subjects then were comparatively in their infancy, and but little understood, and a school-boy knew little or nothing of them. Now a child of fifteen, educated in one of our District Schools, will tell you something about any one of them. No one then had ever thought of physical geography as a separate study for our schools; and in political geography, what a trifle was it to learn about fifteen or twenty States in the

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Union, with a few insignificant cities and towns. A scholar of to-day is expected to be able to give a description of thirty-eight States, one-fourth as many Territories and hundreds of populous cities whose trade with foreign countries is estimated by millions of dollars per annum. A knowledge of the geography of Europe has also increased, but perhaps not in the same proportion. Formerly but little attention was paid to the higher mathematics, grammar, composition, physiology and hygeine in any of our schools; now they are to a degree common with all our children.

With these brief comparisons which might be much extended, we shall close, to give you a detailed report of our schools, simply stating one fact: children now leave school from three to five years younger than formerly, with perhaps as good an education as at the former more advanced age. This would be impossible if our schools were no better. If by increasing the length of our schools, or improving their quality, we can make a child as well qualified for the duties of life at sixteen as it formerly was at twenty-one, is it not something worth striving for? Is it not a wonderful gain? Are we not by so doing truly adding five years to the person's active business life? We find no more children of the age of sixteen in our schools now than were found in former times at twenty-one.

School Committee.—Roswell Barrett, Kilburn Holt, R. S. Edes.

BOYLSTON.

Discipline.—In these latter days, when the admonitions of the wisest of men are held by some to be unsound, and the austerities of our Pilgrim fathers are nearly washed away by the waves of oblivion, it may be thought improper for the committee to give this subject even a passing notice; but when parents so far forget themselves as to break over all rules of decorum by entering the school-room and upbraiding the teacher in the presence of her scholars for some alleged misdemeanor, or what is more commonly done, denouncing her in shameful language at home and in circles where perhaps some of her pupils are present, it most certainly comes within our province to speak and be candidly heard. These are not overdrawn pictures, and the least we can say is "pity 'tis 'tis true." The direct tendency of such a course is to break down the teacher's authority and demoralize the school. System, regularity, prompt and uncourted subordination are vital to our schools, and we regret that on this subject there are in too many instances a looseness of thought and an incorrectness of feeling. Is it the part of wisdom to allow your school-money to be worse than thrown away, to gratify some pique or partisan feeling, or to allow your children to usurp the teachers authority, because you do not wish them to submit to it? There are doubtless occasional departures by the teacher from the path of discretion and justice, sometimes inadver-

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tently, at other times by hasty steps amidst the cares and perplexities of a difficult and often irksome calling, but seldom grave enough to call for rebuke; should such arise there are proper ways to meet them, and remedies to be applied. That our Public School system is vitally connected with the purity and permanence of our republican government, and that the extent and importance of this relation are continually increasing, are facts too potent to require proof. But the question is, How can our schools be made most effectually to foster a wholesome respect for law? To the extent that the school fails to secure this end, it fails in one of its most important functions.

"Order is Heaven's first law," and should be the requisition of the school. In schools of from forty to fifty scholars, a morbid sentiment relies for subordination on the power of persuasion alone. Those who are governed nowhere else, and nowhere else persuaded, are expected to be held under a salutary restraint by the gentle sway of inviting motives. We urge nothing against the power of persuasion within its reasonable limits, and we could wish that these limits were much wider than they are, as they doubtless would be with improved domestic education. Early and steady respect to authority at home prepares the way for easy government in school, and whilst it is a perpetual blessing to the child, it is a present comfort to the parent and a service done to the public. Not till an even-handed authority creates the power of persuasion at home can we expect its triumph abroad. Law—not a name, but a power—must have a known existence, and if this knowledge cannot be communicated by its letter, it should be acquired by a sense of its wholesome penalties. While we concede that corporal punishment in school is seldom necessary or expedient, we would not have it interdicted, unless it can be shown that it is intrinsically wrong. It is often denounced on the ground that it blunts the sensibilities of the scholar. What sensibilities? It appeals directly to the physical sensibilities, and in the few cases that really demand this treatment, these are the only sensibilities that can be reached by direct approach. No, but it is the moral sensibilities that are blunted. The fact is, that in the supposed cases, these have already been so blunted and benumbed, that they are not affected by the higher motives. Let them be once brought within the sphere of proper authority, and an opportunity is gained to make the voices of the angels of their better nature audible, an opportunity which every true teacher is ever anxiously waiting to improve. Again, it is objected that corporal punishment destroys the self-respect of the scholar. What is the province of self-respect? What has it been doing all the time that the scholar has been trampling upon well-known obligations, and continued indifferent to motives that appeal decisively to true self-respect? Self-respect must exist before it can be destroyed; it is a noble quality when it is genuine, and should be cultivated with care; it is

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the teacher's best ally, because it makes its possessor more ashamed of doing wrong than of suffering punishment.

Committees should be careful about giving the important trust of governing and instructing a school into unworthy hands, but teachers of their choice, (or the chosen of the district,) should not be hampered by rules, that in themselves imply incompetency. We are unwilling to dismiss this subject without pressing further on your consideration the importance of a correct general sentiment respecting schools, both public and private. We think that much of the inefficiency of schools is occasioned by an unintentional and indirect interference of parents with the appropriate authority and influence of the teacher. It is an interference that works no less effectually because its operation is indirect and unsuspected. We refer to a home-bred influence that springs up by the fireside and around the table; it drops from the parent's lips on the heart of his child, to be carried into the gatherings of children in the neighborhood, thence, with accumulated power into the school, there to injure, if not to frustrate, the best endeavors of otherwise competent and useful teachers. It takes the place of a salutary influence that might easily be exerted by the judicious and decided co-operation of parents, while their children are under the domestic roof. Instead of placing the full weight of parental authority in the hands of the teacher, it takes away from those hands much of the authority which the deliberate and settled wisdom of the State has placed in them. We would therefore respectfully, but with earnest voice, call upon parents, by their tender and sacred regard to the best interest of their children, and by their enlightened respect for the general good, to refrain carefully from weakening the government and diminishing the usefulness of the teacher, by hasty or ill-founded distrust of her competency or faithfulness, and to consider that in the regulations of her school she has advantages for discernment which can be possessed by no one else; to bear in mind that, as a general fact, the teacher feels her responsibility more deeply and constantly than others can feel it; that her reputation stimulates her to put forth her best exertions for the useful advancement of the school. Let them not forget, that while the children are in school parental authority is passed away into other hands, and that neither the parent nor the child should entertain the thought that any remnant of domestic power may infringe on the supremacy of the teacher while standing where the public will has placed her.

School Committee.—W. H. Perry, H. H. Brigham, J. Nelson Flagg.

BROOKFIELD.

The value and efficiency of our system depends in a great measure upon the prudential committees, and permit us to remind those who hold this

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office, that they hold an important trust. Vexatious and trying as the office generally is, he should consider himself for the time being as the servant of the district and as an agent of the town. The school-house and fixtures are in his care, to be protected in vacation and kept in order during the term of school. This does not require any previous vote of the district directing him to put the house in proper order. If a window pane is broken, if a door needs a latch or lock, if the plastering has fallen from the walls, or the room needs whitewashing, or the seats need repairs to make them comfortable, or if the windows have neither blinds nor curtains,—in all these and similar cases, it is the duty of the prudential committee to repair the injury or supply the defect; so in regard to water pails, brooms, dippers or tumblers. For the above mentioned purposes the prudential committee has the whole credit of the district at his command. He must or can make these provisions, and the district must pay for them. They cannot prohibit him by any vote. He derives his power from the law, and a district cannot repeal a statute of the Commonwealth. Yet for no one of the above named purposes can the prudential committee take any part of the money raised by the town for the support of schools. They are charges which belong to the district, and the district must raise the money to defray them.

It has been the practice, we fear it is now to some extent, for prudential committees to abstract some portion of the school money in order to defray some of these expenses, but such a course is without warrant and is clearly illegal. In addition to duties of prudential committees, and in our opinion the most important of all, is the selection of teachers. Too great care and vigilance cannot be used by them in the discharge of this duty. If they bring real interest and integrity to their work, the schools are likely to be a success; if otherwise, they are liable to prove a failure. A mutual understanding and good feeling should at all times exist between the town and prudential committees. Let no jealousy of rights infringed on, or no undue importance attach itself to the holding of either office. Let no honest difference of opinion as to the fitness of any teacher which may be presented for examination, and which might result in an expulsion of a teacher from a school after a fair trial, throw a whole district, parents and children, into a controversy which may take years to obliterate.

School Committee.—A. H. Moulton, D. S. Fiske, Geo. W. Johnson.

DUDLEY.

How different, in many cases, would our schools appear if they were visited more by the parents! Children love to be noticed, and they know when others are interested in them, and this knowledge incites them to be more studious and more obedient. If parents would become better

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acquainted with the teacher and the teacher's work, we should continue the same teacher, when approved, term after term and year after year in the same school. We have no right to expect that our schools will be a success so long as we persist in this continual change of teachers. This, in the estimation of your committee, is the greatest hindrance and evil now to be contended against. And why do we persist in this most impolitic and disastrous course? Has it become a law unchangeable, that once during the year each district must choose a new prudential committee, and that these several committees must each procure at least one new teacher, and in many instances two, in their districts, during their year of office? During the year past, we have had sixteen different teachers, to give instruction in nine schools; and of these sixteen, seven never taught before. Only one district continued the same teachers through the year. This is a subject in which parents should be interested, and an evil that should be at once remedied. If it cannot be remedied in any other way, let it be done in this, by placing upon the town's committee (however undesirable and burdensome it may be to them) the duty of hiring teachers for our district schools.

School Committee.—HENRY PRATT, IRA F. JACOBS.

FITCHBURG.

Thorough discipline and successful government are the foundation upon which the success of the Public School rests, and if the teacher does not possess the qualities necessary to enforce them, fine scholarship and a faithful attention to duty are wholly unavailing. And it unfortunately happens that this natural gift,—the power to govern,—while it is thus indispensable, is one of the rarest, and of the most difficult acquisition. We call it a gift advisedly, for if an individual does not possess by nature the power of influencing others by his presence, we do not believe that by any exertion he can to any great extent acquire it. In the school-room, sternness and severity of punishment will not supply its place, nor can kindness of heart and gentleness of manner be relied upon so to win upon the love as to effect the desired end. In all large Public Schools there are individuals who cannot be subdued by severity, and others who are ready to take an improper advantage of that tenderness and gentleness which they can neither appreciate nor understand. The natural gift, however, of controlling others, if possessed in a high degree, is at once recognized and submitted to, and in the appropriate spheres of action, joined with the necessary intellectual force, makes the distinguished general or the great popular leader. It displays itself in the boy who at once takes the lead and control of his companions, as well as in the man who impresses submission upon a tumultuous assemblage by his simple voice

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and presence. This quality is not necessarily allied with those that make literary culture and fine scholarship possible, and its combination with them is, in fact, somewhat rare. When, however, united, their possessor may become, if he desires it, a most useful and distinguished instructor; and failure, if he honestly devotes himself to his task, is impossible. He will be successful, and what is more, he will be successful from the outset.

It is precisely because these men are rare, that in the trial of new teachers so many failures are experienced, and it is for the same reason that when found, it is so difficult to keep them, unless inducements to remain can be offered them, in some degree commensurate with their real value. Highly remunerative situations will always be open to them, and it cannot be expected they will be contented to fill inferior ones. Therefore it has generally happened in the efforts to fill the vacancies in our higher schools, that while no difficulty was experienced in finding men of sufficient scholarship, it has been a task of formidable difficulty to procure one who was not only an accomplished scholar, but whom experience had proved capable of properly governing his school. Failing to obtain such an one, the only alternative was to make the experiment with the most promising of those who offered themselves, and if the requisite capacity to discipline was not wanting, a successful school followed almost as a matter of course; for the possession of scholarly gifts and training can be, and is, satisfactorily proved before the choice is made. If the power of government was lacking, nothing remained but to try the experiment anew.

School Committee.—Alfred Miller, C. H. B. Snow, Geo. D. Colony, Henry L. Jones, Geo. A. Torrey, Thos. S. Blood.

GRAFTON.

Another way of promoting the real efficiency of our schools, is by giving to the Primary departments their true place in our educational system.

Do we attach sufficient importance to them? Is care enough taken in the selection of their teachers? They need the very best. In no period of life does the child need more skilful training than during the days spent in the Primary Schools. If he is under the right influence then, it will be comparatively easy to instruct and govern him when older, just as a colt, when once broken by a master of the business, may be managed by a less skilful hand afterwards. But we are not in favor of breaking into the traces little children of five, six and seven years old, by any course of hard and severe study. It is absurd to suppose that they can be interested or benefited mainly by books. What they need more than anything else, is oral instruction. To confine them to books wearies and disgusts them, and prejudices them against the school. We must mingle

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pleasure with labor in order to interest them. We must have exercises which will serve as a recreation and relief to body and mind, in some of which the whole school can engage, such as singing, manual exercises, and oral lessons in geography, history, and physiology. Our best Primary Schools are those in which the teachers excel in the ability to interest and call out the enthusiasm of the young in such exercises,—teachers who do not passively sit in their chairs during all the exercises of the school, but are about among their pupils, full of life and enthusiasm themselves, and who succeed in this way in rousing the dormant energies of the children, and keeping up an interest among them during the school hours. It is gratifying to us to know that we have some such schools among ourselves.

To succeed well in a Primary School, the teacher should love little children, should have the happy art of winning their affections, and of interesting them in the various ways which an inventive fancy may suggest. And it is very desirable that the teacher of such a school should be a good practical singer; for the singing of juvenile songs by imitation, where the teacher has a good taste and voice, awakens and strengthens the kindest feelings in the minds of the children, and does much to prevent uneasiness and disorder in the school. As the songs of Zion prepare the mind to worship God, so the recreation of singing in the school will aid the regular lessons, and do much to render the school a pleasant, attractive place to the children.

But while an ability to sing is a very valuable qualification in the teacher of a Primary School, or, indeed, in any school, it is not indispensable. Some teachers succeed well who cannot sing. We had a fine illustration of this in the winter term of one of our Primary Schools. There was no singing, but the teacher had given her scholars oral lessons in history, geography, grammar and physiology, and the promptness with which the little ones answered her questions on these subjects would have done credit to much older scholars. There was a vivacity and enthusiasm in their manner which showed that the teacher knew how to interest and instruct them at the same time.

We also believe that the usefulness of our schools would be enhanced by allowing to good teachers a just compensation for their services. It is a fact that while the cost of living has been doubled, and while the wages of laborers in almost all other vocations have been increased, the pay of teachers remains about the same as in former years. Now the nature of the teacher's business is such, that if anxious about pecuniary matters he is unable to render that service to his pupils that he would if relieved of such embarrassment. As is true of all professional men, in order to accomplish the most for man and society, they must not be in constant perplexity as to means of support. Hence, as it is good economy to get the best teachers, so it is to pay them well for their work. And we cannot

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get good teachers without paying them well. A young lady who can earn a dollar a day in a shop, will not teach school for three or four dollars a week. No more laborious or pains-taking class of persons can be found than faithful teachers, and "the laborer is worthy of his hire." As in other things, so here, the best is the cheapest.

Would it not add to the usefulness of our schools if more attention should be given in them to the cultivation of polite and courteous manners?

This is not one of the main subjects to be looked after we know; yet it is of sufficient importance to demand more attention than it frequently receives. A kind and winning manner on the part of a teacher has a magical influence in a school. Let, then, the teacher cultivate and manifest this spirit in all her intercourse with her pupils; and let her, both by precept and example, teach the scholars to be respectful, courteous, kind, obliging, to cultivate a nice sense of propriety, and a true refinement of taste. All this will gain them friends, and enable them to be more successful in life than will a rude, coarse, disrespectful deportment. A just perception of propriety, and a disposition to please or oblige others, will tend greatly to soften the asperities of daily life, and prove a sort of lubricating oil to make the complicated machinery of the social fabric work smoothly and effectively. Let then the children be taught in the school as well as the home, to be gentle in their deportment, quiet in their movements, pure in their language, kind and affectionate in all their intercourse with each other, their teacher, their parents, and all other persons.

School Committee.—THOMAS C. BISCOE, GILBERT ROBBINS, JOHN W. BIGELOW.

HARDWICK.

The school committee would kindly and constantly urge upon parents the necessity of their cordial sympathy and co-operation with teachers in order to secure the highest prosperity of our Common Schools. Unless the influence of teachers is thus sustained by them, they cannot possibly be as successful in the instruction and discipline of their children as they would be in other circumstances. Children place great confidence in the judgment and opinions of their parents, and readily imbibe their prejudices and feelings, look to them as their superiors, and if through them they derive a disrespect for their teachers, their influence over them for their good is entirely lost. Let the demerits of the teacher be freely discussed by parents in the presence of their children, and this sentiment will be diffused through the whole school, through the sympathy existing between scholars, and surely work its ruin. Parents cannot more effectually impair the influence of a school, prevent its success, than by discussing in the presence of its pupils the faults of the teacher, and attempting to shield

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them from the punishment they justly merit. You can no more expect a school in these circumstances to prosper than streams of water to flow up inclined planes, or vegetation to flourish and ripen without sunshine and gentle dew and rain. It is the very worst thing that can be done for a school—the surest way to destroy a teacher's influence. Parents and others to whom scholars look as their superiors should never allow themselves in this thing, if they have any regard for the prosperity of our educational interests and the present and future welfare of those who attend our schools. The foundations of the prosperity and welfare of the community are laid in our Public Schools. The instruction, moral and intellectual, there given, the discipline there administered, the success of the teachers placed in them, are intimately connected with the best interests of the community. Should not every good and respectable citizen be enlisted in the work of promoting the public welfare? The public interest requires that the school be sustained. How can it be sustained while parents attempt to shield their children from just punishment, or freely discuss the faults of the teacher in their presence?

The committee would call your attention to the importance of good school libraries in their influence upon the intelligence of the community. Let these libraries be used wisely, under the direction of skilful teachers, and the next generation will become a reading people. Such a people will be well informed and intelligent. The scholar in the use of such a library should be under the guidance of a wise teacher, who would recommend the proper books to be read by each pupil, and examine them on their contents. It is not the hasty reading of so many books, the glancing of the eye over so many pages, the correct pronunciation of so many words, that disciplines the mind and gives instruction. But it is that kind of reading which puts the mind in possession of the true meaning of the writer,—the thoughts, the arguments, the truth the book contains. There is a kind of reading which not only occupies the time of the individual, but increases his mental treasures, affords intellectual discipline, imparts intelligence. To be able to read books in the true sense, so as to gain possession of the treasures they contain, is a great power in promoting the intelligence of a community. That kind of reading that transfers from the printed page to the possession of the scholar's mind the ideas, instruction and treasures the book contains, must necessarily increase his knowledge and mental powers. Let him so read the book that he can give a correct and connected abstract of the contents, and what more powerful mental discipline can he have? What course more useful can be pursued than the habit of this thorough reading of choice and select books? Persons in this way will be continually increasing their intellectual treasures and mental strength. When such libraries are furnished for our Public Schools, how can teachers accomplish greater good for their pupils than by

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wisely directing their reading, and by aiding them in forming the habit of so reading as to obtain the full possession of the treasures the book contains.

Your committee, in closing their report, would offer a few thoughts on the important subject of school discipline. It is a subject which both teachers and parents should fully understand. It is most intimately connected with the success of our schools. A prosperous school can no more be maintained without judicious discipline than the health and vigor of the human body can be secured without the free circulation of the blood. The school must respect and yield to the authority of the teacher or fail of success. There is no other alternative. How can successful study and instruction be secured in our schools without quiet and stillness in the school-room, and the close attention of scholars to their studies and recitations? The power that can secure this lies at the foundation of success. In some Public Schools this cannot be secured without a resort to coercive measures. Just punishment becomes necessary to the prosperity, usefulness and even existence of the school. While the rod slumbers, insubordination disturbs the school, preventing success. The wayward scholars cannot be controlled by moral suasion. They are lost to its power. Their wills are too strong to be bowed by its influence. There can be no satisfactory progress in the school-room until order and quiet are restored. Now what shall be done? Shall we sacrifice the school, the money raised for its support, the property connected with its maintenance and its benefit to the public? or shall those be made to submit who will not conform to its rules without an experience of the penalties of their violation? Such there are in some schools. Shall the balance turn in favor of these restless spirits who are beyond the reach of moral suasion, or in favor of the benefits to the community of a successful school? It is indispensable to the interests of the school and the public good that these scholars be made to see and feel the right of coercive measures. This must be accomplished or the school is ruined. There is no other possible way. The scholar must either be expelled or subdued by corporal punishment. Is it best to expel the scholar and deprive him of all the beneficial influences of the school-room, the means of mental and moral instruction, turn him over in disgrace to the society of evil companions, to be led by their influence, unless he is beyond the age that legally entitles him to a place in our Common Schools? It may be he is under no restraint at home, and that all the salutary influence exerted upon him comes from the school-room. Expulsion may do him a great evil, and corporal punishment reform and keep him under the beneficial, the elevating influences of the school. Turbulent, undisciplined youth have been reformed, made quiet and obedient scholars by coercive measures. The prosperity and success of our schools imperatively demand that the reins of authority be placed in the hands of

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the teacher, and that he stand up before his pupils invested with right and power to coerce them to obedience. Let them be sustained in the judicious exercise of this power. There must be law and a penalty attached to its violation. What is the testimony of nature in all her operations? Who can violate physical laws and escape their penalty? Reason and conscience testify that our best interests are connected with obedience to just and established laws.

School Committee.—MARTYN TUPPER, WM. A. WARNER, Jr., BENJAMIN F. PAIGE.

HARVARD.

Study in our schools may have two purposes. One is to fit the scholar to do business; and this is effected, so far as our Common Schools are concerned, by the study of a requisite portion of spelling, reading, arithmetic and grammar. And only a limited and comparatively dry portion of knowledge is needed to this end. Yet it is essential. No one would for a moment deny that. The other purpose of school studies should be to secure to the scholar mental culture and accomplishments. These mental accomplishments could be provided for, as far as our present school manuals could provide them, by a right study of our school reading-books—the poetry, the eloquence, the philosophy, the wisdom that is contained in them. But this form of study has thus far scarcely been even thought of in the schools of Harvard; and there are those who sneeringly ask: "What's the good of studying poetry and eloquence? They won't help any man make money, will they?" Perhaps a few facts and considerations may be interesting if not convincing to these objectors. In the largest reading-book used in our schools is a poem entitled, "An Elegy Written in a Country Churchyard;" and it is a sad fact that of all the scholars who have ever attended our Harvard schools, scarcely one, till very lately, has ever been taught by our teachers that this production of exquisite and immortal beauty had any higher value than just to be a lesson by which to learn how to read words in connection and heed marks of punctuation. On the other hand, about the time that this great poem was written, one of the mightiest of business men—and that, too, in a business that the world esteems highly and pays lavishly—showed a very different estimate of it. On the night before his capture of Quebec, General Wolfe, as he dropped down the St. Lawrence in a boat, repeated aloud stanzas of Gray's "Elegy," and said to those about him, "I would rather have written that poem than to take Quebec."

In October, 1852, Daniel Webster lay dying at Marshfield. On the last day of his life, his son, who bent over him, heard him whisper, "Poetry, poetry." "Do you want I should read you some poetry, sir?" asked the younger man. "Yes, yes," replied the dying statesman.

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"What poetry shall I read you?" "Gray, Gray!" "Do you want I should read you Gray's Elegy?" "Yes, yes," was the answer; and the great spirit that was passing found its last hours consoled by listening to words that, it is to be feared, fall utterly unheeded on the ears of our Harvard scholars.

Now, if James Wolfe and Daniel Webster had such a value for and gained such deep enjoyment from the poem named, it is certainly worth our inquiry whether these able men judged wisely herein, and whether they, in this matter, got a good out of life that we are foolishly losing. We can understand their appreciation of poetry somewhat by a consideration of the value of the kindred art of music. Music gives business to only a few music teachers or professional artists. Scarcely any one expects his boy or girl to get money by learning to sing or play. Yet every one wishes his children to gain as much of these accomplishments as possible. Because, if they do not give business or bring in money, they certainly enrich and sweeten human life; they add greatly to their possessor's happiness—and, of course, happiness all are seeking; and music, as giving some of this great thing, our people judge well in cultivating as they do. But all men competent to decide on their comparative merits, know well that music has, for giving happiness, a power that fades into insignificance when contrasted with the power of literature in the same direction. For the range of music is but limited, and its variety meagrely poor, when compared with the limitless range and innumerable variety of letters. A very great man, lately dead, speaking of the literature of Athens, thus expresses its value: "But who shall estimate her [Athens'] influence on private happiness? Who shall say how many thousands have been made wiser, happier and better by those pursuits in which she has taught mankind to engage; to how many the studies which took their rise from her have been wealth in poverty, liberty in bondage, health in sickness, society in solicitude! Her power is indeed manifested at the bar; in the senate; on the field of battle; in the schools of philosophy. But these are not her highest glory. Wherever literature consoles sorrow or assuages pain,—wherever it brings gladness to eyes which fail with wakefulness and tears, and ache for the dark house and the long sleep,—there is exhibited in its noblest form the immortal influence of Athens."

The means for realizing the above suggestions are to be considered. Our highest reading-books,—in the midst, it must be acknowledged, of too much trash,—contain some of the finest poetry, eloquence and philosophy in the world; enough for the suggested purpose. A small and simple book on rhetoric is all the other work needed. Time enough is another means; and this time could be had in great abundance—saved from an absurd over-study of mathematics. For mathematics, beyond a limited amount, are rarely used by our people in life, and are commonly forgotten

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in a few years; while literary knowledge is in demand almost everywhere and at all times. A lawyer will bring it up amid the dryest details of business, and a cultivated merchant alludes to it often in hours of trade.

School Committee.—JOHN B. WILLARD, AUG. J. SAWYER, S. G. CLARK.

HOLDEN.

Employment of Teachers.—As schools are now conducted in this place, their success depends vastly more on the fidelity and wisdom of the prudential committee than on any, if not every, other agency. The agent who buys goods in the market, or contracts for labor, is, by common consent, regarded a chief man in the enterprise,—on whom its success depends. The prosperity of a school rests almost entirely on the competency and fidelity of its teacher, the procuring of whom is made the official duty of the prudential committee. Though teachers are examined by the general committee, and it is also their right and duty to summarily close schools which are not successfully taught, yet much the most important agent in securing instructors of skill and worth is he by whom they are employed. It often occurs that the committee feel constrained to give a certificate of approbation at an examination, when they would by no means have contracted with the individual to teach a school. There is evidently too little care exercised by some prudential committee men in searching for teachers of suitable qualifications. It is due to the schools that great conscientiousness and diligence be practised in providing instruction for a district which has placed on an individual such a serious responsibility. It should not be thought by the prudential committee that the general committee will supply their lack of either service or wisdom. They cannot generally do it to any very effective extent. The prosperity of schools depends in a great degree on the teachers which they provide. If they are of a suitable intellectual, moral and social type, there will rarely be a failure of success. If any of these qualities are lacking, it will be difficult for all other agencies combined to secure a good result. Your committee would therefore renewedly, and with great earnestness, urge upon the consideration of the prudential committee the great importance of the duties with which they are intrusted. Let them fully understand that the prosperity of the schools in the districts in which they severally serve will very largely depend on the qualifications of the teachers whom they procure.

Course of Study and Instruction.—An education should "begin at the beginning," and the successive steps should be taken only as scholars are fully able to advance. The course of studies to be in all cases pursued in Common Schools, is pretty well defined and understood, viz.: reading and spelling, arithmetic, geography, writing and grammar. In many schools, history, philosophy, and algebra may be profitably introduced. Without

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interfering with success in these fundamental branches of education, a few extras may often be wisely added. All of the education and preparation for the service of life, which most of our scholars receive under formal instruction, is obtained in our Common Schools. Nothing, therefore, should be neglected in this course of instruction which tends to fit them for their duties and privileges. Education is provided at public expense, that those who are taught may be better prepared for the duties and responsibilities of citizens. Whatever most effectually accomplishes this design should receive attention in our Public Schools. The studies usually taught are pre-eminently of this kind, and hence should never be neglected. In addition, in many cases, essential aid may be afforded in composition and rehearsals and declamation. If there were high schools which our scholars would attend after leaving the Common Schools, instruction in these very desirable branches of education might be wisely reserved for that stage of it. But as it now is, it seems desirable that the older scholars, at least, should be encouraged and taught to express their thoughts on paper, and to rehearse and declaim the expressions of others. It is a useful discipline, and such exercises need not do the least damage to the more elementary and fundamental branches of education.

Simple and effective instruction should be given in regard to civil and social rights and duties. It is only by an intelligent understanding, and a wise and faithful performance of these responsibilities, that one becomes a useful or safe citizen in a republican government. The child needs to be easily taught the nature and corresponding duties of all the social and civil relations he sustains; and not a few children are almost entirely dependent on Public Schools for right instruction and moulding in respect to all their relations of life. The school for which the public pays, is responsible to the public to do all that is possible to prepare those under its training for the best public service.

School Committee.—Wm. Paine, Wm. C. Metcalf, J. M. Ball.

LEICESTER.

The wages of our teachers ought to be increased in a ratio at least proportionate to the increased expense of living. We cannot sympathize with that spirit that would pay teachers less than they fairly earn, because we can crowd them into the necessity of taking what they can get. Whatever may be the mercantile maxim, we feel that by adopting such a principle we should be false to the first principle of the noble work which we are called on to supervise, the education of human minds and hearts. Neither have we learned that the cheapest schools are of course the most economical schools. Nor do we regard that district necessarily the most fortunate, which can secure its teachers at the lowest price. For both these

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reasons,—justice to the teachers, and justice to the schools,—our teachers ought to receive a fair renumeration for their time and the work they do, and great care ought to be taken to secure teachers who will really do that work well, and thus fairly earn what they receive. It is an invaluable work, and it should be done well, and should be well paid. And one way to have it done well is to pay well. Let teachers be well paid, and let them understand that their work must be well done. They must be competent and faithful. This is one reason why our school appropriations should be ample.

But there is one way in which our school money can be economized; and this would be equivalent to some increase in the amount appropriated. There are some citizens opposed to an increase of the appropriation, and yet strenuous that those districts which send very few children to school should have an equal share of the money with districts sending three or four times as many. Now there are contiguous districts which could unite in supporting one school without serious inconvenience. It is true a few, but very few, would be at greater distance from the school-house. Yet they would be at no greater distance than some already are, in their own districts; while, by uniting in the support of one school, that school could be made better and could be continued longer than can either school when separate. It is impossible but that some must travel farther than others in reaching the school-house. And is it reasonable that in order to save two, four or six children the trouble of travelling a distance which is no greater than many others are obliged to travel, two districts should have each a short and perhaps an inferior school, when, by uniting, both can have a long and a good one? For, two districts being united into one, there would be one district less to be provided for, and therefore each district would receive a larger portion of school money. Therefore this union district itself would be better provided for than before, while the expense of building, repairing, &c., would be diminished one-half, with a greater number to share it; and at the same time all the other districts would have their funds increased, and the town's appropriations would accomplish larger results for the public good.

School Committee.—J. N. Murdock, N. B. Cooke, Geo. O. Warner.

LUNENBURG.

The school committee will hold afternoon sessions at the school-room in District No. 1, for the examination of teachers, commencing at one o'clock precisely, on the second Saturday of April, August, and November.

Prudential committees wishing their applicants to obtain certificates, must present them at some of the above-named times. Teachers and prudential committees often consult their own convenience in this matter,

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to the great injury of the schools. It is not a sufficient reason for not complying with these requisitions, that the candidate resides out of town, for if rejected the prudential committee should have time and opportunity to obtain another. Copies of this report will be furnished to the several prudential committees for the use of their candidates.

School Examinations versus Exhibitions.—Any one thoroughly acquainted with our schools, cannot fail to observe that the tendency of the present method of instruction, in many of them, is rather to prepare our children for a grand show at the close of a single term, than to fit them for the duties of after-life.

Scholars are often required to learn just what will be serviceable at these exhibitions, without reaching out above and beyond the text-books, that they may thoroughly investigate the subjects on which they treat. Such are unwilling to think. They wish, like some politicians, to seek out a leader, and then imitate. They learn the rule and rest satisfied. They are ready at the so-called examinations to answer the questions proposed by their teachers, often without missing at all; the school committee, meanwhile, being silenced by their monopoly of the time, or by the class being dismissed, and another called; thus parents are flattered, visitors deceived, and the committee are expected to pronounce the humbug a splendid success, while they have to rely on their previous visits for any knowledge of the real progress of the school.

If a school, the best possible, is properly examined by a school committee, the pupils will always fail to give correct answers to some of their interrogatories. This is unavoidable, for if we would find out what a scholar knows, we must ascertain what he does not know.

We would humbly suggest that, when a school is offered for examination, and a school committee is employed especially for that purpose, it becomes their business, and not that of the teacher. This is our right, privilege and duty, and, in order that we may give credit where credit is due, and reward the deserving, we shall hereafter adopt this method of examination in all the schools under our care. Teachers will please to govern themselves accordingly.

School Committee.—Eph'm Graham, C. A. Goodrich, Jas. Hildreth, 2d.

MENDON.

The culture and refinement which distinguishes the educated from the uneducated man, that which really gives him influence and opens new sources of enjoyment to his mind, is attained much more surely and speedily by the study of other subjects than mathematics. Many a good arithmetician is among us unknown and unnoticed; but there is scarcely one educated in general literature undistinguished in society. The ability

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to read and recite poetry well will alone render you attractive, while, if you can speak or write easily and intelligibly for the public, your promotion is assured.

Let every friend of education strive to lead our scholars to acquire an accurate knowledge of language and the power of discriminating between sound and sense in writing and oratory. In no other direction will his labors be so abundantly rewarded, whether the happiness or usefulness of the young is sought. These remarks are made with no design to depreciate the importance of arithmetical knowledge; that is self-evident, and argument for or against it is as much out of place as it would be in an attempted support or refutation of a mathematical axiom. We do believe, however, that grammatical studies should receive more attention. We recommend recitations of selections from the best authors, and constant, intelligent practice in writing and composing. We believe parsing cannot be dispensed with, and that it should commence with the first lessons in grammar, and be one of the daily and leading exercises of the school. A teacher who is in earnest, with only average scholars will find her labors richly rewarded in the enthusiasm this study will surely arouse as the mind of the pupil perceives its constantly increasing attractions.

School Committee.—GUSTAVUS B. WILLIAMS, JOHN G. METCALF, M. C. GASKILL.

MILFORD.

Rules and Regulations.—The rules and regulations for the schools have been revised and reprinted the past year, and it is to be hoped that all teachers will make themselves fully acquainted with them, and avoid some errors that have occasionally happened in the management of the schools.

Some of the provisions of these rules and regulations are as follows:

"Teachers are required to be in their school-rooms fifteen minutes before the time for opening school; and pupils are to be then admitted.

"Teachers must keep a record of all cases of corporal punishment, with name of pupil, giving the cause, manner and extent of punishment.

"Pupils are not to be dismissed without a written request from, or personal application of parent or guardian, and not then unless the teacher sees fit to excuse the pupil from recitations not then rendered.

"It is required that in all schools some kind of physical or gymnastic exercise shall be introduced daily.

"Teachers may, for certain reasons, suspend a pupil temporarily, and must forthwith inform the parent and the sub-committee of the school.

"Every pupil must be vaccinated before admission to school.

"No prizes or medals are to be offered or awarded.

"No subscriptions or contributions are to be introduced into any school.

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"If children are not furnished with books, it is the duty of the teacher to report to the proper sub-committee the name of the child needing books, giving titles of books, with name of parent, master or guardian.

"No principal teacher shall receive pay till records of the school are fully made as required."

Corporal Punishment.—There is no one subject perhaps, at the present day, which so engages the attention of good educators and of true statesmen, as that of "Human Rights." Nor is there one which has a wider and greater range in its application. It enters largely into all governments, it is active in practical Christianity and the key-note in social science. In short, its magnitude is only equalled by the difficulty of its comprehension.

In endeavoring to adjust this matter, rulers, legislators and educators have undoubtedly, and mainly unintentionally, committed more mischief, produced more trouble, and caused more suffering than they have done in any other one direction.

In the past, the chief study seems to have been to see what could be done to control the people, to regulate the masses; and in doing this the masses have necessarily been left in ignorance and kept in subjugation and degradation, subject to frequent tyrannical and barbarous inflictions of corporal punisment, so-called, and to other merciless cruelties. But, thanks to advancing civilization, and to a better and higher appreciation of pure Christianity, the horizon brightens and betokens the coming light.

To-day, all wise rulers, statesmen and teachers are asking themselves the question, What can be done to restore to the people their inalienable rights, and to guide, direct and educate them in that way which shall best lead them to their brightest happiness and noblest estate? To-day the real dignity of human nature stands higher and exercises the minds of thinking men to a greater degree than ever before. There was never a time when a government "of the people, by the people and for the people" commanded that deep attention and profound respect in the old world which it does at the present time.

As we advance from tyranny towards justice, from monarchy towards democracy, from slavery towards liberty, from darkness, folly and error towards the light of wisdom and truth, we are apt to look back upon the past with somewhat of feelings of wonder and astonishment,—of amazement. This is natural, and it is right and proper that we should do this. It is well to institute comparisons between the past and the present; and if we make these comparisons properly, the past becomes one of our great educational aids. In doing this, it becomes us to examine closely to ascertain if there are not still clinging to our garments some of the bad relics of the past. We shudder when we read of the execution of the boy Clark in 1821, for setting fire to a building in Salem, whose horror of

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death was such that it became necessary to drag him from his cell to the place of execution. In reading of the cruelties still practised upon the freedmen our hearts sicken. Yet it is no uncommon thing for a stern and angry parent or teacher to take a little helpless boy or girl, and with rod in hand lead it forth to the whipping-post or place of punishment.

And for what? Why, for some petty offence for which, nine times in every ten, some one else may be more to blame than the child; it may be in some instances the very person who assumes to administer the punishment. It would be well for those having the immediate charge and care of children, ere they give the cruel and generally worse than useless blow, to examine well themselves and to see to it that they are actuated by no feelings of anger, of revenge, or wounded pride, for some broken rule or regulation or disobeyed order. Let the feeling only of love bear sway, actuated by an earnest desire to promote the best, highest and greatest good of the child.

When parents or teachers can do this there is no danger, as there will be no need of the rod. Any teacher who can so discipline himself or herself as to administer punishment in the manner indicated will never have occasion to resort to corporal punishment, for such an one would exert such a powerful influence over the children that all difficulties would be settled long before the rod would be thought of.

It is universally acknowledged that those persons are best suited to have control over and the management of others who have the best control over themselves.

The whipping of children, by whomsoever done,—parents, teachers or others,—taken as a whole, does vastly more harm than good. It is cruel and demoralizing, and at the same time does open violence to the rights of the child. What right have we,—what right has any one,—to assault the person of a child simply as a compensation for some trifling misdemeanor? If we would have our boys and girls grow into good men and women, let us recognize their rights while children, as these rights are just as sacred to them now as they will be at any time in after-life. Our duty is to guide, to direct.

For a long time resort has been had to corporal punishmant, and while we are trying to raise up teachers who can get along better without it than with it, so our children are all the while becoming less and less in the supposed need of it; and though it is not positively forbidden in our schools, still the less there is of it the better.

School Committee.—Geo. G. Parker, H. H. Bowers, J. H. Putnam, Edwin Battles, Geo. E. Stacy, W. F. Draper.

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MILLBURY.

Night Schools.—There have been schools of this kind the past winter in the Union, in the Burbank and in the Park Hill school-houses. The anxiety of many of the pupils in these schools to learn has been exceedingly gratifying. The ambition of some of them has been to become able to read the newspapers, and the ambition of others to be able to do their business at stores and in other money transactions. On the whole, we are doubtful if any other three schools in town have been of equal benefit with these for the same length of time. Every human being naturally seeks after something to exhilarate and increase his happiness. If he gets it not from reading and agreeable society at home, he will go in quest of it to the beer-shop and whiskey-saloon. If it were only a pecuniary question, these night schools will pay.

In some respects the schools of Germany are the best in the world. The methods of teaching there deserve the attention of teachers here. A great feature in those schools is the amount of oral exercise through which the children are required to pass. Everything is illustrated and explained till it is understood. The mere memorizing of barren and isolated facts, too common in our schools, is altogether discarded. Great attention is also paid to the health of the pupil. He is required to sing, bathe, and practise gymnastic exercises, so that the physical as well as the intellectual part may be properly developed. During the summer holidays, pedestrian tours are made through various parts of the country, having in view health, recreation and instruction. The classes are accompanied by their teachers, who omit no opportunity of instilling into their minds a practical knowledge of botany, geology and such other studies as come within the sphere of their rambles.

Now who cannot see that this is the way to lead those in the morning of life in the pathway of health and virtue and knowledge? How sad it is that so many are compelled to look back to their school-days as the Israelites did to Egypt, the scene of their misery and the house of their bondage! Those days, if teachers were what they should be, would be remembered as full of sunshine, and be recalled with a thrill of delight. Very true, it is easier to ask questions as they are printed in the book, and receive parrot-like answers to them, than to arouse one's self to explain each subject and make it clear. But who that has in him a generous nature will not be willing to give of his best energy when the return is so rewarding and sure?

For the Committee.—E. Y. Garrette.

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NEW BRAINTREE.

The first and perhaps most essential qualification for teachers is that they be thoroughly interested in and devoted to their work. It should never, if possible, be adopted as a mere means to an end. We have a right to require and expect that teachers in the employ of the town, at a fair price for their services, should give themselves to the work of teaching; that they should save their energies for this work, and during their term of service should neither engage in pleasures or employments that shall disqualify them for the work they have contracted to perform. In almost any school-room there is labor enough to exhaust most teachers, and they need all their strength, and every day fresh energies for their work.

Another important qualification in teachers is self-restraint. It is an old and very common saying, "to govern others well, it is necessary first to govern one's self." Scholars are quick to perceive inconsistencies in a teacher. If in passion, or in a spirit of cruelty or of revenge, any punishment is inflicted, not only the end of the infliction of punishment is not secured, but a direct injury is done to the pupil. Besides, the teacher loses his own self-respect, and of course thereby he loses the respect as well as the affection of his scholars; a loss which no teacher, if he regards his own interests or reputation, can afford to suffer. There never should be anything but the utmost fairness in the government of a school. Scholars, even the youngest, should be treated as though they had rights which, though they cannot personally assert them, yet do assert themselves to any just and fair minded teacher, by the very weakness of the little ones.

A teacher should avoid the indulgence of prejudice, with utmost care. It will be ruinous to his reputation of fairness. He should never permit himself to give utterance to his suspicions until he has fortified himself with evidence of the guilt of the scholar. It is very important to cultivate a high sense of honor in children. To do this the more effectually, the teacher should present an example of honor.

A good teacher will also find it necessary to put a restraint upon his feelings of kindness, his pity and forbearance, at times. When plainly a scholar deserves punishment, and the good of the school demands it, it will not do for the teacher, from the weakness of good nature or of pity, to forbear. He may thereby do a great evil to his school, and an almost irreparable injury to his authority. He may be kind and pitying in his sternness and severity; but it must be seen that the sense of duty controls. Indulgence in wrong in children, by parents or teachers, is always mistaken kindness; it is, indeed, the greatest unkindness; it is cruelty; it is sin. Again, it is very important that a teacher be possessed of the quality which we denominate good breeding. A boor, a boaster, one who is vulgar in his sentiments, his tastes or his expressions, one who can condescend

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to the guilt and folly of using slang in the school-room, is wholly unfit to be a teacher of children. As readily as a sponge absorbs water, does a child, especially a boy, learn slang. If his parents talk slang, if his nurse uses slang, the child will learn and use slang almost from the cradle. In the school-room it should be unlearned, if possible, but never by example or connivance taught.

The good breeding of a teacher should show itself continually. Before the school, his should be a constant example of the gentleman or the lady. His motions, his postures, his gestures, his dress, his whole bearing and appearance, should be suggestive of purity and high-mindedness. He should be a model of taste and of propriety. A teacher is teaching more than he sometimes thinks. His unworded and involuntary teachings are frequently more than those uttered. A frown will send pain to the sensitive heart of the child, a smile will bring sunlight and joy. Do not harden the now tender heart with too many frowns, do not indulge the too easy nature with too many smiles. Be considerate as well as kind, be firm as well as yielding, be stern as well as lenient, be prompt as well as patient.

School Committee.—JOHN H. GURNEY, HOLLIS TIDD, C. B. FROST.

NORTHBOROUGH.

One of the advantages of the system of graded schools has been very apparent and ought not to be overlooked. It is the comparative ease with which a large school can be managed by a single teacher. Thus a school of sixty or even seventy or eighty pupils can be arranged in two or three classes, either in the elementary on in the higher branches, and instruction given orally, or from a manual, to the whole class at the same time, thus avoiding the necessity of hurrying over the lessons or of wholly omitting them. As an illustration we would call attention to facts that have come under our observation the past year. A class in natural philosophy was formed at the commencement of the winter term, in the Grammar School, consisting of twenty-five of the more advanced scholars; the recitations occupied no more time than had the class consisted of ten or five or one. Had these twenty-five scholars been divided among the several District Schools, where children of all ages are brought together, it is easy to see under what disadvantages they would have labored, and how much less time and attention could be devoted to them by the teacher. And this hitherto has been the great defect in our District Schools. The teacher has been under the necessity of dividing and sub-dividing, till the number of classes and recitations was inconveniently large, and lessons had to be hurried through, or wholly omitted, and then parents complained that their children were neglected, while the teacher and not the system had to bear the blame. Take

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another instance. The Primary School in the centre district has contained at one time as many as eighty children under one teacher. Here, many of the exercises, such as object lessons, singing, exercises in gymnastics, &c., are general, adapted to the school, and the skilful teacher can gain the attention of the whole flock, while she gives them lessons on subjects suited to their ages and capacities, and is not interrupted by being called to hear the lessons of more advanced scholars.

There is another consideration not to be overlooked, and that is the comparative cost to each pupil, in a large and a small school. The school on Ball Hill consisted of eleven pupils and lasted twelve weeks, at a cost to each pupil of a little less than seven dollars for one term, and the school in the south district, containing twenty-three pupils in the summer term, and twenty in the autumn, lasted five months and one week, at a cost for the two terms of about seven dollars for each pupil; while the Centre School was kept three terms, eight months in all, with an average of about seventy-five pupils, the cost to each pupil being less by one-half than in the two former schools.

Chairman.—J. ALLEN.

NORTH BROOKFIELD.

We would suggest, as previous committees have done, the Normal Schools supported by the State at considerable expense for the training of teachers, as sources to which we may reasonably look for some of the teachers of our schools. We contribute to the expense of maintaining them, and we ought to secure, if possible, some of their benefits. It would be, of course, folly to suppose that education at a Normal School can make a good teacher of one who had no natural fitness for that calling, and it would be as idle to assert that a special professional training judiciously conducted is not advantageous to a teacher as well as to one who pursues any other business, either mechanical or intellectual.

It is a rather common error to suppose that if a teacher is pretty well instructed in the particular studies which are comprised in the course of the school he is to teach, it is of not much importance whether he knows anything beyond them. This is so far wrong that however accomplished a man may be, he would find on trial every one of his accomplishments to be an advantage to him, even in teaching a Primary School, and still more so in a school of a higher grade. And one reason for this is that besides those things which one deliberately undertakes to teach, and these may and should be many others than are contained in the series of the text-books used, scholars are continually learning from their teacher a great variety of things which he neither tries to teach nor they to learn, and these are valuable, worthless or pernicious according as his information is

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varied and accurate or otherwise, his morals good or bad, his habits of speech correct and refined or low and ungrammatical, his manners dignified and graceful or coarse and awkward. And there is no danger that these things, which are learned unconsciously and without effort, though they constitute the most valuable part of education, will overtax the mind or the physical powers, and produce any of those deplorable consequences which we are accustomed to hear attributed to excessive study, and which, however frequently they may occur elsewhere, we much more often hear of than see among ourselves.

School Committee.—J. E. Greene, Luther Keen, Jr., Hiram Knight.

PAXTON.

The laws of the State require an annual report from the school committee of each town; and the consequence of a failure in this particular, is the loss to the town of their share of the State school fund. The town of Paxton has never yet lost their appropriation, from any failure in the duties of their committee, nor from any other cause. A recent law denies any town its annual appropriation from the fund, if such town does not sustain its Common Schools, for all scholars who draw money, at least six months of the year; while in addition to this, every town which is at fault in this particular is liable to be prosecuted for an amount equal to twice the largest sum which has ever been raised by taxation in one year, for the support of schools. The appropriation from the State fund for this town,—since the fund itself has accumulated to the amount of two millions of dollars,—is an approximate to one hundred dollars. (For 1866=$94.05.) Now, as the length of our schools is, on the average, considerably less than six months in the year, we are brought at length where we can receive no more appropriations from the State. So, for the present year, whether the committee make any report or not, the town must lose its share of the State fund; unless there should be an immediate change in the law by the legistature, of which there is no other ground of hope than their habit of frequently changing our school laws.

For the last year, the amount of money for each scholar in this town, has been about $5.80. This includes our appropriation from the State fund. Only seventy-nine towns in the whole Commonwealth, of three hundred and thirty-four towns, cities included, have expended more money for each scholar, including their State appropriation, than the town of Paxton; and yet we are now classed among the few delinquent ones that cannot any longer have our share of the two million fund.

If our scholars could be all gathered into three schools instead of six,—each school having even then, on the average, less than fifty scholars,—there would be no difficulty in having eight months or more of school annu-

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ally for all; or we could have six months, with a much smaller grant of money than we now make.

But under the present system of five districts and six schools for the town, with less than one hundred and forty scholars who draw money, we see not how it is possible to make any essential change; and if any change should ever be made, which would gather our children to three different points in the town, some of these children must travel a much longer distance to school than they now do. The difficulties are easily presented, but a solution of them we leave to the wisdom of the town.

Against the principle of putting all authority and power relating to schools into the hands of the school committee, we have always contended and do still; and yet, such are our present laws of the State, that nothing but a special vote of the town, once in three years, can prevent such a result. Without that vote, the school committee have full authority to build or remove school-houses where they see fit, and divide the children for the schools as they may think best; and this they must do from year to year,—all district lines being entirely obliterated. In itself considered, there might be wisdom in such an arrangement, but we do not yet believe that the power of doing it should be taken by State laws out of the hands of the town, while the town must pay all the expenses which it might occasion. In the annual Reports of the Board of Education, extracts from the school reports of the towns in favor of abolishing the districts and putting all authority into the hands of the committee, have been published very extensively; while not a single extract from reports not favoring that policy can be found. This shows the general tendency to the concentration of power into the hands of a few, notwithstanding the boasted benefits of our school system in preparing the people for the more intelligent discharge of their civil duties; and from the gradual modification of the laws looking to this result we have no reason to expect anything essentially different from this for the present.

It is our pleasure to be able to say, that the schools of this town, for the last year, have been successful without exception; and both the teachers and scholars have our hearty thanks for what they have done. The schools have not been better for many years.

We do not believe that our scholars generally would suffer in comparison of their scholarship with most of those in towns where they have had more than six months of school. We say this, not because we think that our schools are long enough; but because we are convinced that our scholars do make as good improvement of what privileges they have as any others; and that they are really as deserving of "State aid" in their education, as those who have attended school a few weeks more in a

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year, and yet, in many cases, are certainly behind them in their attainments.

School Committee.—WILLIAM PHIPPS, H. W. HUBBARD, E. W. CONANT.

PETERSHAM.

In reviewing the year, we are confirmed in the opinion expressed in our last report, that it is better to converse with the teachers relative to the interests of their schools, and point out to them their defects, and suggest to them the manner in which to improve during the session of the term, than to wait and criticize them at the end of the year, when it will do them and do nobody any good. A successful teacher would doubtless be pleased to see his or her name in the report. But for all practical purposes, it would do the teacher far more good to have a recommendation from the committee. A poor school criticized would please fault-finders, because they would justify themselves and strengthen themselves by the unfavorable opinion of the committee. "There," say they, "we were not unreasonable in taking the course we did, for the committee are constrained to agree with us, and acknowledge that we had a poor school." Now we do not propose to gratify either of the above classes. We shall not criticize teachers publicly, for we said to them during the year all that was necessary.

"No farther seek their merits to disclose,
Or draw their frailties from"

the mistakes chanced to be made amid the ever varying and perplexing duties of the school-room.

The District System Abolished.—The school district system was abolished last year. The workings of the new system have not been without some friction, and yet, when all things become settled, we feel confident that there will be no desire or disposition on the part of any to say that the "old" is better than the "new." The world moves, and unless we move with it we shall "be left out in the cold." We must act our part according to the age in which we live. It is a great mistake to think that our fathers,—wise men as they were,—all honor to their memory! possessed all wisdom, and that it is indiscreet to depart in any respect from their ways. Still we believe that as the country becomes more densely inhabited and the standard of education is raised higher, new measures must be adopted to meet these changed circumstances. A district system was, perhaps, good in its time; but it is not wise to cling to it when there is a better method. By the present system, every scholar is treated alike; his proportion of the money is the same, his school advantages the same. Now, one school does not have seven or eight months' term, and another

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four or five, thus making a distinction whether one lives in a large or small district. All our children now are entitled to the same amount of schooling, which, for the last year, has been six months, though the general average for the last ten years has not been over five months. We number two hundred and sixty-three scholars, and have had eleven schools instead of fourteen as formerly. Some of these schools are very small while the largest does not average forty scholars. We are well aware that our town covers a large extent of territory, but we maintain it is better for the parent, better for the children, and decidedly better for the tax-payer and schools, to have at each school-house a sufficient number, so that an interest may be awakened, that one may urge on another, thus quickening intellect and rousing ambition, than to have but few in each school and one dull monotony through the day; where the classes will often consist of only one scholar, and, of course, no striving for the mastery will be called forth. In this respect it is of great advantage to collect as many of our scholars as possible at each place where a school is established, for we shall have better schools, better scholars.

We congratulate the town on the success of the schools the past year. It may be said that in some respects we have tried an experiment, and if so, it has been a successful one. Our teachers have labored efficiently and earnestly. The pupils have been diligent and made good improvement.

Teachers.—The office of a teacher is no mean office. It is beset with difficulties and responsibilities. The teacher is not subject to one unvarying rule of action. There must not be one uniform mode of instruction from which there is to be no departure, no variation. The same things, however good, must not always be said. Something new must be struck out. Something must be done not only to awaken an interest, but to sustain it. The railroad track is good just for one purpose, i. e. speed in one direction. The teacher who has one uniform range may accomplish something within narrow, set limits. The old method of question and answer, or what may be called "rule teaching," must soon be given up. The stereotype routine of the school-room must give place to life, and vigor, and invention. The school-room is no longer to be a place for the lazy. The drones shall be turned out of the hive. The workers only will be spared. Substance and not shadow must be taught; principles and not words. The dry page of the text-book must be enlivened, and vitality infused into the subject taught. The teacher must be an educator, a sort of enthusiast, yet one whose mind and heart are under the control of right principles and pure feelings. He must be awake and active to seize upon everything good and useful, and turn it to the profit of his school. He must study the most improved methods of instruction, and reduce these methods to practice, yea, incorporate them into his very being. He must associate with teachers and the best educators of the country.

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The teacher who shall refuse to avail himself of the new spirit that has been infused into the vocation, or rather profession, will be outstripped in the race, and his place filled with others who possess the energy and the spirit which the times demand.

School Committee.—WILLIAM MILLER, J. M. HOLMAN, S. P. GODDARD.

ROYALSTON.

It is not to be forgotten, moreover, that the forfeiture of participation in this income does not void the heavy fine to which any town or city is liable, by prosecution, in which the Public Schools are not kept six months each year. Rather, it would seem, perhaps, that one object of such forfeiture might be, to incite to the more certain prosecution of delinquent towns. If those who believe in the fundamental and long established principles and provisions of our laws on this subject, but are prevented from their enjoyment by majorities in their respective towns, find themselves cut off also from the common bounty of the State, by the default of those majorities, they will come to feel that forbearance has ceased to be a virtue, nor hesitate longer in enforcing a legal redress,

In conclusion, the committee submit to the town the suggestion, that it is our wisdom at once to take in hand, with all the unanimity and earnestness we can secure, the inevitable issue of bringing about the legal abolition of the district system, and so reducing the number of our schools that we can attain, if not exceed, the minimum standard. With the large and profitable funds now in the control of the town, and with the character and standing of the town, and above all the welfare of the children at stake, how can we consent to await coercive measures?

School Committee.—E. W. BULLARD, F. D. AUSTIN, H. T. HANKS.

RUTLAND.

In concluding this report, we would make one suggestion. The law requires that we should have six months' schooling in a year; in the past we have taken little notice of this law; in the future it is evident that we must fulfil the requirements of the law, or lose our portion of the State school fund. But lay aside the loss of money. Is it not desirable that we should have longer and better schools? If so, how is this desirable result to be brought about? In the opinion of your committee there is but one way, and that is to abolish the district system entirely, and also reduce the number of schools in town. It is impossible, with the amount of money raised by the town for school purposes, to sustain the number of schools we now have the length of time required by law, if we employ

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competent teachers to take charge of them. We ask your careful consideration of the matter, and hope that some action may be taken upon it at an early day.

School Committee.—GUILFORD WELSH, FRANKLIN HATHAWAY.

SOUTHBOROUGH.

We have charged our teachers from time to time to be thorough in all their school work, and we are happy to say that many if not all of them have by frequent reviews brought their pupils close to the mark, in some instances exceeding our most sanguine expectations. We have noticed no very gratifying improvement in reading and spelling which was in accordance with our previously declared wish. In our Primary Schools these cannot be too efficiently and perseveringly taught. We are not unaware however of the new scheme that is being agitated in educational circles. We would have them thoroughly grounded here and then other branches of study will follow more advantageously in their order. Some have excelled in a few branches only, others again in nearly all; so that it would be difficult to note any one as more excellent than its fellow.

To the praise of many of our teachers be it said, that they have been not only thorough but likewise very exact in their instruction. The children have been taught to make every sentence clear, grammatical and pure in expression. In geography the most modern and approved orthoepy has been adopted, so that in recitation many of our youth stand upon a level, to say no more, with city lads. "Parents as well as teachers should notice what kind of use is made of good language, as certainly as they should enforce the adoption of good language."

"Manners," we are told, "are the shadows of virtues, the momentary display of those qualities which our fellow-men love and respect." Many of our teachers are deserving high commendation for the efforts they have made to improve the manners of the little ones committed to their charge. The manners of the teacher operate powerfully upon the school. Children are great imitators, and with bright examples constantly before them their manners will be moulded into more perfect symmetry. Parents must not depend upon teachers to do all the work; it must be begun and continued at home, and then the teachers' aid will become a powerful auxiliary.

Our schools can never be brought up to the highest degree of efficiency when pupils are in and out at will. To attend school one day and the store the next, is not "the royal road to learning." What would be achieved if our teachers were to pursue this unsteady plan—now at the desk, to-morrow out of it, a few days this week and none at all next, a half-day here and a half-day there? If it is indispensable that little

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children be punctually and daily at school to insure the best results, how much more important that those who have got beyond the rudiments and are grappling with what is deeper and more abstruse, requiring greater concentration as well as continuity of mind, should not lose a single hour. Another reason might be found in the fact that their school days are well-nigh spent, and that they can now but ill afford to lose one single opportunity for improvement. Napoleon once said to the members of a certain school, "My young friends, every hour of time is a chance of misfortune for future life."

We remark, in concluding this topic, that it will not avail the laggard if we make yearly accessions to our school appropriations. But some method must be devised by which we may arouse his ambition, so that he will not indolently submit to have a few reap the entire harvest spread out before him. We would have him jealous of his interest in this matter, and lose no time in making early appropriations of his share.

In a pecuniary point of view the expense of our schools is quite too heavy to admit of its privileges being slighted, but when we consider that the welfare of the community is ultimately concerned here, we say that its opportunities are altogether too rare and priceless to be suffered in part or a single instance to be lost.

School Committee.—RICHARDSON GODDARD, JOHN COLBY, JONAS FAY.

SPENCER.

We have been deeply impressed with the skill, the quiet, unassuming dignity, and the untiring patience with which some of our most crowded schools have been handled. We have seen better discipline enforced, and more complete and noiseless order secured, by a simple nod from the teacher, a glance of the eye, a slight motion of the hand, or a single word, not spoken above the ordinary tone, than by many an imposing and pretentious display of authority in other cases. There is a great deal we acknowledge in the circumstances of a school to affect its welfare, to assist or to hinder the teacher. Its location may be either good or bad. Its accommodations may or may not be adequate to its needs. Its pupils may be permanent or they may be shifting; punctual or unsteady in their attendance; and a score of like contingencies may more or less directly influence the result. Yet the essential qualities of a good teacher will assert themselves in spite of the most embarrassing difficulties, while the inefficiency of a poor one will turn success to failure. We have seen proverbially hard and intractable schools managed with ease and credit, while others of more favorable antecedents and better surrounding influences have suffered grievously in comparison. The difference could not

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have arisen from the relative circumstances alluded to above, but from the relative genius and fitness which has been brought to the respective tasks.

A good teacher will generally possess an accurate and decisive knowledge of the branches of study required. It is extremely desirable for one who even knows but little, "to know that little well." We are often seriously embarrassed in this particular. Many candidates for examination have only general and shadowy ideas of the subjects in question, and while glib enough in the special rules and formulas and facts which they have memorized, they are sadly deficient as to the reasons and the underlying principles of things. In this exacting age, living, practical truths, with the ability to give them expression and to acquaint others with their nature, are more demanded; while mere forms and routine, like chaff and husks, are "spurned of men" and trampled under foot. To possess and to communicate a good thought with a conclusive reason for it if required, to define a position with clearness and then to maintain it firmly in spite of counter-questioning or dispute, is better than whole chapters of the set phrases and the parrot-lingoes so often rattled in the ears of long-suffering committees.

And this leads us further to remark that a good teacher will constantly seek higher proficiency in the required studies. Too many, we fear, of those who covet the position and the honor of instruction, never think of opening a text-book after the ordeal of the first examination is past, and the coveted "certificate" safely pocketed. This much we certainly know, that some second examinations are poorer than the first, and that very often the principal occasion for study while teaching, is to find a way out of some puzzling difficulty, where a forward scholar perchance has proved a little too sharp for convenience, or to "cram up," for a day or two, in anticipation of another engagement elsewhere. Now no other of the liberal professions can be a great while sustained upon this principle. How long would the ablest minister hold his congregation, who should fail to advance beyond his early course of theological reading? How many clients would trouble the lawyer who after entering the bar, adds nothing to the sum of his previous acquisitions? and what physician of repute dares to remain ignorant of the new developments and the changing phases that constantly mark the science of medicine? The richest treasures of learning will prove but a shallow pond, easily pumped dry, unless constantly replenished and fed from living fountains. How then can the teachers of our children, whose hands are either skilfully or rudely to lay the foundation of all their future attainments, and whose influence may virtually decide the ultimate destinies of many an immortal soul,—how can they escape the force of the same law? They have no business to rely upon the fruits of previous acquirement, in a duty which so constantly demands their best and freshest energies. A half-hour of faithful study, even once in a

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fortnight, will add wonders of interest to the daily routine of exercises, and go far to relieve the dreary monotony of many a school-room that is now so much a prison to the noisy and restless group within.

We have also noticed that good manners and a mild, gentle bearing have much to do with the success of our best teachers. Nothing can excuse an exhibition of ill-breeding or ill-temper in the presence of a school. A passionate, savage reproof is as fire to a blister; the rebellious spirit of a turbulent scholar it always kindles to a hotter pitch; and every display of the kind is generally accepted as a challenge to still further insubordination. Actual punishment, under these circumstances, is always a dangerous experiment; there is only a step between a heated, ungoverned temper and the gross brutality, that, under the strong impulse of an unguarded moment may do more evil than the remorse and the penitence of a lifetime can amend. The prime secret of good discipline lies far more in the commanding influence of a kind heart, in the calm dignity of a pleasant, gentle manner, and in the true firmness which is always mellowed with sunshine, than in the darkest frowns of grim austerity that ever froze a turbulent throng into silence. It is only in the strong, even poise of a self-controlled spirit that the magic power dwells, to control the wayward spirits of others. With even this condition, various modes of correction are occasionally needful; but their highest efficiency will be secured in the fact, always so evident, that the punishment is not mainly due to a spiteful ebullition of sudden wrath on the teacher's part, but to a painful, pitying conviction that such a proceeding is sternly required.

And this further quality is likewise prominent in a good teacher; namely, a patient, faithful regard to every point of duty, whether great or small. We would see conscience written in every transaction; we would see every feature of every day's labor, whatever its relative importance, controlled by an immediate sense of responsibility to God and to man. Let the teacher be ever so much interested in the question of good wages. We are glad to see this to any reasonable extent. It is idle to talk of "pure disinterestedness" in this particular; and when we hear the profession made, "Money is no object if I can only get a favorable situation and do good," we may generally ascribe it either to a very silly affectation, or to incompetency, thus self-acknowleded, to fill the desired position, or to render any service in it that is really worth paying for. All other conditions being equal, the same person will do more work and do it better under the stimulus of an ample recompense than when this powerful encouragement is wanting. We have always and earnestly plead for just compensation to our teachers; we have always approved any reasonable indulgence or privilege calculated to favor them. But when all this is done, we would see every day's labor made as truly a question of duty and of love as though the question of money had never had an existence.

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With the conditions fulfilled as briefly stated above, we have never known the first instance of utter failure in teaching; we have never heard of any serious difficulty with unmanageable scholars. And who shall say that these are either impossible or even difficult attainments? We demur to the inconsistent though plausible theory that only those of "natural aptness" to the work—only such as are born teachers—are likely to succeed as such. This notion is contradicted by the concurrent voice of history, experience and good common sense. It is the plain teaching of these high authorities, that such a rule is not infallible, and that great achievements in good works may be wrought in spite of the strongest propensities in other directions. It is the peculiar province and glory of patient self-culture to change the strong bias of nature, to give it a better direction, and to enable it to win grander triumphs in higher planes of duty. We believe that almost any person of average abilities in general, may become an acceptable and useful teacher in some department, by due attention to the hints which we have ventured to suggest. And we assure all who are honestly striving to fit themselves for such a sphere of activity, that faithful laborers of the class we have indicated were never in more active demand than at present.

There has, through the past year, been a large attendance of parents and friends at the closing examination of each term. The several registers have also shown a considerable list of occasional visitors, who at various times have cheered both teachers and scholars with their presence. In this fact we discover one of the most hopeful signs of the times. The practice of informally dropping in for an hour to watch the proceedings and to listen to the recitations, we cannot help regarding as highly beneficial to all concerned, with no possible drawback or disadvantage that we can perceive. The constant liability to public scrutiny will all the while tend to prevent sloth and to stimulate a proper ambition to make a good appearance, thus putting a whole school upon the alert for improvement, while the visitor's mind is kept in more direct sympathy with the interests and welfare of those who resort to the place of instruction. We urge the people to continue this wholesome practice whenever their ordinary avocations will permit; and not to be bashful in speaking an occasional "good word" to the teachers for their encouragement when anything especially worthy of commendation is seen. A timely and judicious word of praise will rarely be thrown away upon its object.

School Committee.—M. E. Wright, E. M. Wheeler, Geo. L. Hobbs.

STERLING.

Parents.—We cannot close this report without saying a word to parents, as to what is required and expected of them. We wish to call their atten-

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tion particularly to the necessity of visiting the different schools, and ascertaining for themselves the actual condition of the same, rather than depending chiefly, as many do, upon the committee, or making up their opinion from the rumors or loose reports of casual visitors and strangers.

Let the parent follow his child often to the school-room, and remain there for hours at a time, and he will know how great or how little improvement to expect on the part of his offspring. Let him sympathize with the teacher in his or her many trials and perplexities, and he will be astonished at the interest he will take in the success of the school. He will feel that he is responsible no less than the teacher for the diligence of the pupil. He will be watchful in following up the instructions and requirements out of school, which are insisted upon within school. It will be his care to insure punctuality, promptness, and preparation in regard to the different studies which are assigned from day to day; and nothing short of sickness will be regarded as a sufficient excuse in detaining his child at home during the regular term of study. It would be better for all concerned to remove the child entirely from school, than to allow him to attend or not, according to his own wishes,—for any trivial reason to absent himself every now and then, or to ask dismission, as many do, at recess, or near the close of each session. The interruption caused in this way, not only to the regular order of the school, but to the pupil's own studies, is serious. Instead of making great progress, habits of negligence and remissness are formed, which go with the child through life.

Our schools have suffered sadly, at times, in consequence of incompetency on the part of teachers; but not more sadly than they have suffered by reason of remissness on the part of guardians and parents. We see plainly the less evil, while the greater is often overlooked.

School Committee.—A. S. Nickerson, Samuel Osgood, F. D. Lord.

STURBRIDGE.

We would not do or say anything to discourage any one who aspires to the teacher's honors, and desires to enter the profession on account of the opportunities it affords for benefiting the race; but we cannot, by word or act, or by our silence, give any countenance or encouragement to the idea so prevalent in this community, that any young lady who "can do all the sums in Greenleaf's National Arithmetic," and analyze and parse a sentence with great glibness according to the models given in "Greene's Grammar and Analysis," is, by virtue of possessing such wonderful knowledge, entitled as of right to be installed into the teacher's office by the school committee, if the prudential committee can be induced by fear, favor or affection to engage her for his school.

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Something more than mere book knowledge is requisite to fit a person to be a teacher, and we respectfully but earnestly request prudential committee men to bear this fact in mind when they engage their candidates.

We do not see the necessity for such frequent changes of the teachers of our schools, nor admit the wisdom of such a course. When a competent teacher has been secured for a school, she should be continued in that school just so long as she retains the respect and confidence of her patrons and pupils. She possesses an immeasurable advantage over a new teacher, in that she has become acquainted with the dispositions, habits and tastes of her pupils, and can adapt her discipline and instruction accordingly. This knowledge, so indispensable to the highest success in teaching, the new teacher must acquire, and consequently a large proportion of the short term of school is wasted in acquiring it. Moreover, a teacher who expects to be displaced at the end of the first term, will not feel that interest in her pupils, and devote her energies so entirely to their improvement as she would do if she was sure of retaining her place so long as she was faithful to her trust. A little reflection will convince any candid mind of the truth of the foregoing propositions, and experience, observation, reason and analogy bear abundant testimony to the same. Teachers are so much like other people, that they desire such an evidence of an appreciation of their self-sacrificing labors as is afforded by continuing them in the same school so long as they can be useful there.

To teachers we would say, you need a more thorough preparation for your work, and a more intelligent appreciation of the duties and responsibilities of the profession.

We therefore advise you to pursue a course of study in some one of the Normal Schools of this State. It is the express object and purpose of these schools to prepare persons for teaching in the Public Schools, and their success has proved their utility beyond all reasonable doubt. Those graduates of these schools who have made a proper use of the advantages afforded them, and have entered upon their duties as teachers with proper motives, and with a determination to succeed, have met with the most encouraging success. Many of them are occupying positions of commanding influence. The demand for these graduates as teachers far exceeds the supply, so that there is no danger that the profession will suffer from repletion. Not only is the tuition in these schools free to those who comply with the rules and regulations, but additional aid is furnished by the State to deserving persons who need it. Without disparagement to others, we may add that we know of no other institutions where persons can be so thoroughly and so cheaply qualified for teaching as in the Normal Schools.

School Committee.—Henry E. Hitchcock, M. B. Angier, David Wight.

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SUTTON.

Of apparatus for the school-room, a blackboard is of the first importance. It should be of generous size and well finished; its use will then be a pleasure and not a task. A small, rough and poorly painted blackboard is but little better than none, and both wisdom and economy require that such should be replaced by an article more attractive and serviceable.

There are but few if any studies taught in our schools to which the blackboard may not be made a valuable auxiliary, and the skilful teacher will find frequent occasions for its use,—as well for the purpose of his own illustration as for the examinations and practice of his classes. It is hoped that at no distant day our school-rooms will all be provided with large maps adapted to be hung upon the walls, and representing the more important geographical divisions of the globe. Thus conspicuously displayed, they would arrest many an otherwise idle gaze, and would furnish pleasant "loop-holes of retreat" to minds wearied with the severe lessons of the book. They would be accessible at a glance, and there would easily and quickly spring up a habit of referring to its proper position on the map the location of every place mentioned in the reading lesson or other exercise of the school. Almost unconsciously geography would thus be taught to all; and the maps looked upon and studied from day to day, would at last become, in all their features, as familiar as the face of a friend.

School Committee.—M. E. Crossman, A. W. Putnam, A. L. Stickney.

TEMPELTON.

The scholars in the High School have been very diligent in their studies, correct in their deportment, and have made commendable proficiency. If our scholars were to be sent abroad to Academies or Private Schools, they would be quite fortunate if they found as good advantages for improvement in knowledge as they may now enjoy at home, while it is easy to see, by a little computation, that the cost of sending a few scholars abroad to such institutions would amount to more than the expenditure of the town for the High School, to say nothing of the disadvantages of sending young scholars away from the care and influences of their homes.

Primary Schools.—We can speak of our four Primary Schools as being on the whole in good condition. The importance of these schools should be more highly appreciated, and receive more of thought and interest on the part of parents. Here the children come fresh from home, at an early age, with their susceptible minds and various dispositions, with their diverse capacities and tendencies, and many of them

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with defects and faults already apparent, and begin the process of school training which is the basis of education. The first steps are to be taken which lead on to knowledge, to character, to preparation for performing honorably and usefully the duties of life. We should look well to the foundation of the edifice we would rear. Generally the best scholars in the higher grades of school are those who start well in the rudiments of education.

School Committee.—LEWIS SABIN, EDWIN G. ADAMS, ELISHA C. FARNSWORTH.

UPTON.

Much depends on the wisdom and ability of the teacher; yet the success of the school is not entirely in his or her hands. Many a teacher has been discouraged, perplexed, and almost broken down under the indifference or covert opposition of parents and guardians of those under their charge. Insubordination has sprung from the opinion inimical to the teacher, expressed by the parent in a careless and thoughtless way, before their children. We criticize the schools in public places, and in presence of every grade of pupils. This habit leads to irreparable mischief. The school, like all things human, is liable to mishaps and mistakes. But these made the food of store-gossip, the idle talk to while away an hour, or to gratify the inquisitive and furnish materials to the tattling, produce consequences no human eye can follow. There are, in every life, moments when the slightest influences change its whole after character. This is especially true of those of the age of the older pupils in our schools. Interests so momentous, and influences so far-reaching, ought not to be jeopardized by a want of prudence. We appeal to you, as interested in the highest welfare of our children and a common humanity, to visit any carelessness or thoughtlessness in regard to the expressed opinion of schools with the severest disapprobation.

One other topic deserves your serious attention:

The Cost of your Schools.—In accordance with the law of the Commonwealth the town voted, at the last annual meeting, to allow each district to draw on the treasury of the town for means to continue their school, or schools, six months. The result has been, we have exceeded the appropriation made for the support of our schools, two hundred and eleven dollars.

Though among the first class of towns in our appropriation per scholar, yet, owing to our districts, some schools are overcrowded, and others very small. In one district, in the summer, there were but four scholars in its limits. For this reason we are spending our money most unwisely, and really get less from our appropriation than those towns

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which raise very much less per pupil. As it will be seen by reference to the table No. 6, the cost per scholar, where there were only four actually in the district, was really twelve dollars per scholar. None will fail to see such prodigality of money is needless extravagance.

Let us add, our average attendance is far too low. There is a custom prevalent of taking our children from school when it is in the midst of a term. This is a loss to the school—an injury, as well as a positive loss, to the child, and needless discouragement of the teacher. These are losses little heeded now, but they will be regretted at last, when pupils come to see and upbraid our unfaithfulness and realize the character of our town is depreciated. The cause will be found in our neglect of the basis of all true prosperity—intelligence and morality. Let, then, no time be considered lost in looking for and working to sustain the interests of our Public Schools;—no expense too great which shall make them nurseries of intelligence, morality and piety,—our pride to-day and most cheering hope for time and eternity.

School Committee.—Edwin Nelson, Velorous Taft, George S. Ball.

UXBRIDGE.

Meeting of Committee and Teachers.—We have long seen and felt the necessity of more concert of action with teachers, and a better understanding by them of the principles upon which the committee wish the schools conducted. We recommend that all the teachers in our schools meet once a fortnight or once a month during term time, and, if possible, the committee, or some of them, meet with them for the purpose of discussing such questions connected with our schools as seem calculated in any way to improve them. The best method of teaching and governing known to the most experienced teacher, can here be communicated to those of less experience; and by counsel and sympathy much may be done to elevate the tone of teaching, while a friendly acquaintance will be formed between teachers that can be made productive of great good.

School-houses and their Surroundings.—We are not to give you a lecture on school edifices under this head. But may it not be profitable for us to reason together, and talk about what we would like to see in and about our school-houses? If the school committee say "school-house," it is expected a lecture is to be given to the town for not furnishing better.

But have you ever thought, as you have passed about town, how much time and expense have been lavished to make everything about our private dwellings pleasant and attractive? How many times have you said, in passing some cottage with beautiful surroundings, "See how lovely everything looks here!" Whether it is the mansion of the rich or the cottage of the poor, both, according to the owner's means, are fitted

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for comfort and pleasure. We need not ask, Is this the appearance about our school-houses? But may we not ask, Should not this be the case? Should not the school-house itself, and the grounds around it, be even more pleasant and attractive than our own homes? It is only to inquire to know what the answer must be. Do men wear comfortable clothing to-day and go without to-morrow? Do you think that as you send your children from your warm and comfortable rooms at home you send them to spend the day in rooms uncomfortable and unhealthy,—uncomfortable, in many instances, in that they are open, cold rooms, and unhealthy for the want of proper ventilation?—sometimes heated too much, rendering the atmosphere foul and distempered; sometimes too cold for young life to flow forth in mental growth. For the health of our children, our school-rooms should be made to correspond in temperature and comforts with our homes.

Many children are kept from school because they soon get sick if sent. But this ought not to be so, and it is almost wholly owing to your neglect in not furnishing comforts in the school-room more nearly like those you furnish at home.

And is it a waste of time and thought to ask you to consider if the time has not come when all our school-houses should be surrounded by ornamental trees and pleasantly laid out yards. Besides making our school premises attractive, and setting pleasant things before our children, to awaken in them a love for the beautiful works of nature and art, there is another reason why we should have them made places of attraction.

We wish to maintain a character abroad for thrift and improvement, and there is nothing more noticeable by strangers as they pass along our streets, than our school-houses.

There is something in the very name that awakens in the passer-by a thrill and sensation that can only be accounted for by the vast importance attached to correct education. And in no department of life does the great truth, "by their fruits shall ye know them," press home with greater force than here. We believe that no outlay can be more remunerative than that expenditure which tends to concentrate thought upon our educational interests.

High School.—There never seemed to be so much interest in this school as at the present time. Your committee have endeavored to make it as profitable as possible. Our citizens feel that it is for their interest to give it a support sufficient to make it the valuable educational instrument it is designed to be.

We think we have somewhat lessened its usefulness heretofore, by allowing scholars to pass too early into this school from the District Schools. It is natural and just that parents should wish to see their children advancing as rapidly as possible, and it is not singular that they

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should, in their anxiety, wish them to enter this school earlier than would be for their advantage. This is all the more pardonable with those parents who cannot afford to keep their children at school long enough to go through a full course of study. Yielding somewhat to the solicitude of parents, we have not raised the grade for entering as high as we believe the interest of this school demands. It should be borne in mind, that to go over studies in this school that can as well be learned in the District Schools, will be a waste of time. Besides, it would exclude those more advanced studies that properly belong to this school. It should also be borne in mind, that admitting a scholar to this school from the District School does not advance him in knowledge. It may be an actual disadvantage to admit him before he is prepared to enter. If he is not qualified, he must necessarily pass lightly over some portions of his studies in order to be classed, that really are the most important for him to know, and the very things he would be drilled the most thoroughly on in the District School, preparatory to entering here.

School Committee.—Richard D. Mowry, C. A. Wheelock, William C. Capron.

WEBSTER.

As yet this town has tested only to a very limited extent the comparative merits of teachers who have graduated at our Normal Schools. But in the annual Reports of the State Board of Education, for several years past, the most abundant and unequivocal testimony is furnished by school committees in every part of the Commonwealth, as to the greatly superior claims of such teachers over all others. Such testimony it becomes us carefully to consider. It is very evident that the time is not far distant when Normal School teachers must supersede all others. It will not be policy for this town much longer to look at home for teachers unless such can be found as have been educated at a Normal School. And why should not our daughters who are expecting to teach, be thus educated, especially when the education is furnished at a very trifling cost? The State is supporting Normal Schools at great expense, and we are contributing our share towards this expense. It is this view of the subject which prompts the committee to recommend that all parents who have daughters expecting to teach, whether for a longer or shorter period, whether in a Primary School or in one of higher grade, should place them at once where they can receive the most thorough training and preparation for their responsible work.

School Committee.—Geo. J. Sanger, Waldo Johnson, C. W. Reding.

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WESTMINSTER.

We remark that if parents want a good school, they must use their best endeavors to secure one. Provide suitable houses and apparatus. This is a matter altogether too much neglected. The houses in this town are on the whole very good ones, though a few of them could be improved by painting, and all could be rendered very much more attractive by the setting out of trees, and arranging the ground properly. Some may think this of no importance, but those who have had the largest experience tell us that there is a close connection between taste and morals, and if so, is it not desirable that those youth who have no instruction at home in regard to morals, and nothing to cultivate their tastes properly, should find all that can reasonably be afforded at the Common School? In regard to apparatus, maps, &c., it is but truth to say that our houses are sadly deficient. There should be a numerical scale, a good globe, a set of geometrical figures, and a system of outline maps, at least, which would vastly more than repay the outlay, by the facility with which a teacher could illustrate the various branches taught, and the ease with which they could be understood.

Farmers are not slow, usually, to avail themselves of the improvements that shall facilitate their labor, nor is the mechanic satisfied to perform his work after the old methods, but is constantly seeking new inventions and improved modes; and shall we not be as earnest to seek improvements in methods of education? In regard to teachers, it is sufficient for the committee to say that the best are the cheapest, and that whoever employs them should seek to procure those best adapted to fill the places they are to occupy. All teachers are by no means alike fitted to occupy the same position; hence, while two individuals may be eminently successful as teachers in certain schools, they might utterly fail were they to change places. It is, therefore, a difficult task oftentimes, for prudential committees to procure the right teacher, though they make commendable effort. Teachers should be brought before the committee early, so that in case of failure there would be ample time to secure others. Parents have a work as individuals to perform, and its simple neglect, as before hinted, will result disastrously. They are to see that children are at school regularly, and in season. What parent would not find fault were the teacher to be absent from her duty a part of each day by being tardy one-quarter or one-half an hour, or absent one day in each week? Who would expect that interest would not flag, and the usefulness of the school be much impaired, if not wholly destroyed? Such a practice, on the part of a teacher, would not be endured without complaint; and if so, is it not unreasonable for parents to keep their children at home for trivial causes, and expect rapid improvement? We often hear parents finding fault that

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their children learn little or nothing, and this often where the committee have reason to believe that the teachers are faithful and persistent in their efforts to do their duty. They are accused of partiality not unfrequently, because it is found by one parent that another scholar in the same class and of the same age, is making more rapid progress than theirs; of course all the blame attaches to the teacher in their estimation. An investigation by the committee discloses the fact that in the one case the child is sent to school every day, and in season; is taught at home that the lesson must be learned; is inquired of by the parent each day, whether all the recitations were perfect, as well as the deportment, and is made to feel that it is dishonorable to be imperfect in either; while on the other hand, the register shows the attendance is very irregular, the tardy marks numerous, the deportment bad, which, of course, accounts, in nine cases out of ten, for much of the want of progress.

School Committee.—CLINTON WARNER, CHARLES T. DAMON.

WORCESTER.

Accountability for Property.—During the year a system of returns of school property, similar to that employed in the United States army, has been adopted. By it each teacher is required to render quarterly a report of every article of school property for which she is responsible. Everything furnished, and everything lost, destroyed or expended, is noted and accounted for, so that by an examination of the books at the office of the secretary of the board, an exact statement of all the school property belonging to the city, even to the minutest articles, may at any time be obtained. When anything is lost or broken, a statement of the facts of the case so far as they can be ascertained by the teacher is made, and in some instances where there was evident culpability, restitution has been exacted. Books, which are the property of the city, loaned to indigent pupils, are accounted for in the same manner, and a record is kept of the names of each child so furnished, and of his parents. The value of such a system, both as a check upon the waste of public property and for statistical purposes, will at once be seen by every business man.

I beg leave to close this report with a rapid survey of our system of graded Common Schools. At the age of five years the child is admitted to the lower Sub-Primary School, where he is taught his letters and the beginnings of reading. As soon as he begins to read very simple words he is promoted to the upper Sub-Primary, where he is drilled in reading, spelling and printing on the slate and blackboard. Here the field of the instructor begins to widen. Some of the teachers give great vivacity and interest to these schools by introducing counting, lessons on objects, gymnastics and singing. The child is promoted to the Primary grade in from

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one to two years, according to his aptness. Here printing letters and numbers on the blackboard is continued, together with reading, spelling, gymnastics and singing. This grade is completed in eighteen months or two years, and then the pupil passes to the Secondary School where he commences the study of geography, and a more systematic work is begun with arithmetic and music; but written arithmetic is not commenced until six months or a year has been passed in this grade. Some pupils leave the Secondary School in eighteen months, but the majority of them spend two years there. I think that a year might be saved in this and the preceding grade by the division of the Secondary into two grades, and the re-distribution of the studies. I will endeavor as soon as possible to present for your consideration a matured plan having this object in view. Passing from the Secondary to the Grammar School, the pupil continues the study of music, penmanship, reading, spelling, intellectual and written arithmetic, and geography, and begins English grammar. Four years or less suffice to carry him through the two lower Grammar grades and he then enters the highest Grammar School, where he is supposed to complete grammar, geography and written arithmetic, continuing music, penmanship, reading and spelling, and commencing history, physiology and practical exercises in English composition. This grade occupies a year, and at its close the pupil should be prepared to enter the High School. The whole course requires for its completion from eight to eleven years. The High School course occupies from two to four years; and a pupil having completed that has received at the hands of the community a generous training extending through from ten to fifteen years;—a training which well supplies the place of, and exceeds in value a patrimony of thousands.

Superintendent of Public Schools.—B. P. CHENOWETH.

HAMPSHIRE COUNTY.

AMHERST.

School days are too few and there are too many things to be learned, to justify any unnecessary delays. Hence our introduction of natural philosophy and general geography, both practical, both interesting studies; and both as much more adapted to the young comprehension than the abstract examples and rules of algebra, an established Grammar School study, as material changes are more readily understood than immaterial.

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Said a lad of thirteen summers, after a three years' exhausting drill in Robinson's Arithmetic, requiring help at every step, testing the patience of father and mother, and wearing out his own, said he, on entering natural philosophy, "Father it's real interesting, and I can get my lessons all alone now!" The relief which he experienced seemed like entering into new life. The truth is, instead of the natural sciences, popularly treated, belonging peculiarly to the advanced years of the High School, Robinson's Practical Arithmetic, but for the necessities of the case, might well be voted that honor. Besides, not one in ten of the lads in our Grammar Schools, will probably ever see the third year in the High School, where natural philosophy is located. Sending them into the world with an education largly in unpractical theories and formulas, when the little they can get might just as well be of practical utility, is a criminal absurdity. In these views we are happy to find ourselves sustained by one of the first educators in New England, as well as by the "Massachusetts Teacher." Says the one, "We are crowding our children too hard in mathematics." Says the other, "The study of natural science is peculiarly fitted for children, for it falls in with their natural disposition." In reference to systems of study, it adds, "It is necessary to have much regard to the use which can be made of knowledge in after life. The principles of natural science lie at the basis of the various arts and trades, and yet most lads who leave the school to go into them, are utterly ignorant of these principles."

Promotions.—Should a scholar's promotion to advanced grades depend on a special examination, or on his known average standing in his class? If on a special examination, should that be a written one? For admission to grades below the High School, your committee report a relinquishment of written examinations. Knowing what we knew in the commencement of the year, we should have done violence to our sense of right and wrong, not to have done so. Knowing what we now know, we could not as honest men return to them. Written examinations for children unaccustomed to the pen, ignorant of framing sentences, troubled with spelling, and in a maze as to the position of capital letters, are known to be so uncertain in their results, to work so unequally and so unjustly, their continuance cannot fall short of a moral wrong. The history of written examinations will doubtless show, first, that the figures have not always been followed; and secondly, that when a first examination has failed to take in or promote the desired number, the standard of the second has been lowered to meet the exigency; neither of which can be regarded as equitable, if honest. Hence we are clear in our convictions, that the only just and safe principle of promotion to grades below the High School must be found in the scholar's average class standing, and not in his ability to memorize with the pen attainments in studies perhaps several years in the past. In requiring written examinations of children, we forget that sentence-making is an

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art by itself, and requires long practice, in order to facility of expression. Heretofore these examinations have been required without previous practice in the class, so far as we are informed. The practice, however as regards the higher Grammar School classes, has been successfully introduced during the last term, with special reference to the exigencies of promotion day. The exercise has been kept mainly under the control of the committee, with a view to the utmost personal acquaintance with individual scholarship.

Your committee also report a removal of barriers to advancement, by freely granting to scholars of one grade the privilege of promotion to another, whenever a special examination shall evince the requisite qualifications. Several ambitious lads have already taken advantage of this arrangement. This is clearly a just principle, as well as sound policy, so long as one scholar is able to accomplish twice the labor of another. To keep back unnecessarily a bright, active, ambitious lad, at a pace with those of decidedly less capacity, we regard as not only despotism, but robbery. When a scholar has learned his lesson for the day, he will do no more in that line only under the motive of a clear track before him. Yet to guard against superficiality, the advancement should be made under a watchful eye and critical examinations.

School Committee.—Nelson Scott, R. B. Bridgman, Austin Eastman.

BELCHERTOWN.

The custom of authorizing prudential committees to employ teachers, we believe to be a fruitful source of evil to our schools. A more intimate acquaintance with all of the teachers in town, and also of the schools, enables the superintending committee to employ teachers best adapted to the schools which they are to teach. While the present system makes them responsible for the success of the schools, it gives them no voice in in the choice of teachers, except the power to accept or reject the candidates who are presented for examination, ignoring entirely the question of adaptation. Prudential committees, who consult as they believe the highest interests of their several districts by employing the lowest-priced teachers, enter upon a dangerous, experiment, which sometimes succeeds, but oftener fails. Experience and ability should be sought in preference to every other consideration. Another source of evil is the continual change of teachers, very few remaining more than one term in the same school.

Last year the whole number of different teachers employed in eighteen districts was thirty-two, only six of whom were employed both terms in this town, and only two both terms in the same school. By following this course, at least one-third of our money is squandered.

School Committee.—Geo. O. Hannum, Philo D. Winter, Eliot Bridgman.

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CHESTERFIELD.

During the past year the committee have reflected much on the state of the schools and the means of improving them. Nearly all the text-books in use, though valuable in themselves, are so loaded down with facts that a child can seldom make a selection of what should be memorized, and the young mind therefore must bear an unnatural burden annexed to its valuable acquirements. Mental cramming is not what we want. It is scarcely a part even of education, and is certainly not a valuable part. The more important facts in science and art, instilled into the mind of a child, made active by skilful teaching and efficient drill, will do more to educate that child than the whole of that class of facts just memorized; for it is not what a child stores up, either voluntarily or by forced drill, but what it uses and readily combines that makes its education.

School Committee.—ALBERT NICHOLS, ORSON M. PEARL, THOMAS PORTER.

CUMMINGTON.

In recapitulating we would say our schools generally the past year have been prosperous, having had with slight exceptions an excellent corps of teachers, three of whom we have heretofore mentioned were graduates of the State Normal School at Westfield, and have given us abundant testimony of the superiority of the method of imparting instruction practised in that school. These Westfield teachers, as well as some of our own furnishing, have governed their schools well, chiefly by moral suasion and seldom by using the rod. A few years ago we had a large supply of teachers and some to spare; now it is with difficulty that we can find such teachers as we need. May this not be owing in some measure to our having neglected to maintain a select school in town as we formerly did. Many of us can well remember the time when our schools were instructed in the winter exclusively by male teachers. Now they have to a great extent gone into the hands of females. Whoever will consult the statistics of the Public Schools in this State at the present time, will find that the proportion of female teachers to that of male, lacks only a small fraction of being seven to one; and the proportion in favor of the females is increasing every year. And as our schools will soon pass entirely into their hands, should not every effort be made to sustain and aid them in their noble work?

The fact is not to be concealed that in the management of schools there is too much show and too little substance. Teachers are not careful to teach thoroughly and build on solid foundation. The mind of the pupil should be thoroughly drilled in every branch. A knowledge of mathematics continues to be the chief end and aim of many scholars. Having

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respectably passed through a mental arithmetic, they enter a higher one, and canter through it as a colt canters through a pasture; then they jump into one still higher, and out of that into algebra, valuing themselves competent to do more than Archimedes, who said, "Give me a spot whereon to place my lever and I will move the world." So in grammar; they rush through it, and like a comet fly into analysis or the Latin before they understand thoroughly the first principles of etymology, flattering themselves to know more than Murray ever did. We need more system, more study and more thought in our schools. Teachers are quite too apt to yield to the great temptation of urging their pupils forward for the purpose of brilliant effects. They will sometimes do but little for the last three or four weeks of their term, except to drill their scholars for a brilliant examination. If they succeed, they are applauded; if they fail, woe be unto them.

Prudential committees and town committees should perform their duties with promptness and efficiency; should engage all their teachers at the earliest possible moment, as the best teachers are early sought and their services secured. They should see that the school-rooms are in readiness, fuel prepared, and everything in order for the commencement of the school; also that the teachers are provided with suitable places to board. It is impolite and barbarous to compel young ladies to beg in summer, or plunge around in snow drifts in winter, to find a place to stop overnight. They should especially see that each school in town is in session long enough to meet the requirements of the law, and thus secure to the town its share of the State school fund, which is to be apportioned and distributed according to a statute passed by the legislature in 1865, and takes effect in the coming July. To lose your share of this fund would probably deprive the town of a sum sufficient to pay all your teachers' wages for nearly one month.

For the Committee.—J. W. Rogers.

GRANBY.

The best practical test of the efficiency of a school is found in the character and extent of the interest manifested by the scholars. The school-year has been a busy one, and numbers have been aroused to a consciousness of their increased advantages and of their powers in mental effort. While some engaged at once with great enthusiasm in the thorough work provided for them, others were slower to discover its attractions; and not until results began to appear to their disadvantage were they quickened to the earnestness of effort in which they are found at the close of the year. A few,—such may be perhaps always found,—have manifested chiefly restlessness to restraint and indifference to study. Among the rea-

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sons influencing these exceptional delinquents, the committee have observed the notion entertained by some of the pupils, and perhaps by still a greater number of ill-advised parents, that this grading of the schools involved an abridgment of their proper liberties. The mistake here made is not as to the fact that the liberties which pupils naturally desire are abridged, but in the estimate formed of the fact itself. The education of children requires the adoption of methods such as they would not select for themselves. Experience in every department, and in every part of practical education, shows that the work must be in a great measure compulsatory,—harsh as the sound of the word itself may be. A father acts upon this principle in the industry which he requires of the child. The boy is not conceived competent to decide for himself what work he shall do. The apprentice is not to take what part of his trade his own judgment or inclination may elect. In this respect the schools should be planned with a wisdom, at least equal to that required in the domestic training of a farmer or mechanic. The proper apprehension of personal responsibility, a high sense of obligation, is necessary to dignified and persistent effort in every worthy pursuit, and especially in the purposes of education. The notion of liberty which is in conflict with the order or industry of the school, is only ruinous to every worthy trait of character as well as success in study.

We found in the District Schools scholars studying physiology who could not fully comprehend the author's meaning,—scholars in grammar who could neither read nor spell correctly, much less apply the laws of grammar to the proper use of our language,—scholars in "written arithmetic" who could not correctly solve one-third of the examples in Colburn's First Lessons,—scholars in United States history who could not tell us the name of the country in which we live or upon which hemisphere the United States is located. Does it profit a child to study history before he is thoroughly acquainted with geography, or study grammar before he can read and spell our language well? Till nearly the close of the winter schools, we were unable to find in one of the District Schools a scholar who could correctly solve all the examples in Colburn's Mental Arithmetic, or pass a creditable examination in geography; and we have not often seen a good reader or speller among the pupils of the District Schools. When we see scholars in these schools who are good readers and spellers, who have a thorough knowledge of geography, written and mental arithmetic, and can write a sentence for grammatical study so that their most intimate friends can read it, then, and not till then, will we recommend such pupils to study grammar and history from text-books. We have directed teachers to employ leisure time in teaching some of the prominent facts of United States history by topics, free conversations, questions and discussions with the whole school. This

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course, where pursued, has in our opinion been fully as advantageous to the young pupils as the course of study from a text-book.

School Committee.—S. M. Cook, Dr. C. B. Smith, E. N. Dickinson.

GREENWICH.

When the interests of civil society, from the town organization up to the government of a mighty republic, depend not upon the edict of a king or an emperor, but on the will of a majority of the people, ignorance and a want of proper education for the business of responsible life are a dangerous element. Our children need to be educated mentally and morally for the work of usefulness which eventful times are demanding, as those of you who are older shall be passing away. The time is coming apace when the present generation of youth will be called to be actors in the midst of life's stirring events,—when they will have an influence in community,—a voice either for or against its best good; and no citizen in our townships, no philanthropist, no patriot can consistently be indifferent to the future character of the young who are to come upon the active stage of life, as to how they will be furnished for the work of giving direction to the public welfare committed to their hands. Our schools, supported from the public treasury, patronized by the State and watched over by its vigilant eye, accessible to all, pouring their treasures of knowledge and wisdom into the minds of all classes, are among the great educational forces of the day. As intelligence and mental growth are preferable to ignorance and mental dwarfishness, as virtue and aspiration after what is good and noble are better than vice and a seeking after what is low and grovelling, our schools, if they are what they should be, are among the richest blessings to our Christian civilization,—the palladium of our choice rights and privileges,—the pillars of our national strength. Therefore it requires no argument to show the reasonableness of interest in them,—that they should be watched over with jealous care, guarded with a vigilant eye, and sustained with a generous and cheerful heart.

School Committee.—E. P. Blodgett, C. Powers, J. B. Root.

HADLEY.

The Working of the Graded System.—The success thus far has been quite equal to any reasonable expectation. There have been some disappointed hopes, as there always will and must be. But there is that in the nature of the system, fitted to stimulate industry and fidelity in school duties, the progressive operation of which it has been pleasant to witness.

There has been some increased inconvenience in attending the higher schools; but this, we are persuaded, has on the whole been much more

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than counterbalanced by the increased facilities of classification and study.

It is worthy of special notice, that one of our smallest and most distant outlying districts has furnished more scholars the last year for the High School than any other except two of the central ones. The scholars have boarded at home, walked or rode three or four miles, morning and evening daily, and won a fair share of distinction for scholarship and deportment. All honor to district No. 7, the banner district in this respect, of the town. The young people who contribute to this pre-eminence, it may be hoped, will be well reported of hereafter.

With the progress of time, our system will become more and more complete, and the difficulties attending it will diminish. Distances will remain the same, but will be easier, in the mind, to surmount.

For the last ten or fifteen years the schools of our State have been receiving important modifications, more particularly with reference to gradation. The towns are providing more and more for their own wants in this way; and have far less occasion than formerly to send their sons and daughters out of town to finish their education. Many academies have been converted into free Public Schools, and many select or subscription schools have disappeared before the march of the system of gradation. And this has all been in keeping with the spirit of our republican institutions, which is to give to all as equal a chance as possible for mental culture and general prosperity. Under this order of things the poor have abundant occasion for gratitude that the means of education are so liberally furnished to their children; and the rich have equal reason for joy that it is in their power to do so much to help their needy neighbors and fellow-citizens. To what better use can property be appropriated than that of moulding and furnishing young minds for a high and useful career? Our first ambition as citizens of this ancient and honored town should be, not to possess the greatest wealth, not to show the best farms, the largest produce, the nicest manufactures, the finest stock; but the best men and women,—the most intelligent, virtuous and useful. Here, in fact, is the true foundation for all desirable growth in material wealth and happiness and honor.

School Committee.—W. H. Braman, Rowland Ayers, Edward S. Dwight.

HATFIELD.

School-Houses.—Your committee feel it to be their duty to persevere in calling the attention of the town to the great evils arising from neglect to provide better places for some of the schools. We think we are prompted to this by a feeling of benevolence, *i. e.*, a desire to guard the health, and promote the physical, intellectual, and moral well being of the

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rising generation. It is not a wonder that that fell scourge, consumption, decimates our population, and that many others are invalids. There is cause enough in the small, unventilated, incommodions rooms in which some of our schools are kept. The seeds of disease are early sown, and in the very bloom of manhood and womanhood comes the bitter fruit. The private dwellings in this town are an ornament and honor to it; but this cannot be said of the external appearance or the internal arrangements and accommodations of some of the buildings in which we are attempting to educate our children. We consider them not only a fatal injury to the taste and better aspirations of the pupils, a means of preventing the growth of a public spirit, and of killing out even the innate desire of knowledge, but undesigned instruments of scattering through the town, sickness, suffering, death. Youth is the time to lay in stores of health for the heavy duties of active life, and for old age. But what chance has a child for this, who is crowded into a little room, and made for six long hours a day to inhale the deadliest poisons and to sit in the most constrained positions?

To show that we are not drawing upon our imagination for these pictures, let us take some facts. The lower room in the school-house in the Hill district, is twenty-two feet long by twenty-one feet wide, and seven and a half feet high. The number of cubic feet of air which that room contains is 3,465. The number of pupils in that school last term was forty-three. The room has no apparatus for ventilation. Physiology tells us that, in order to health, each person needs seven* cubic feet of air to inhale each minute. God has furnished pure air in the the greatest abundance. All out doors is full of it to the height of fifty miles. Let these forty-three scholars crowd into that school-room. Twelve minutes have not passed before that quantity of air has been inhaled by those pupils, the oxygen, or life-sustaining property, taken from it and incorporated with the blood, and carbonic acid, which is a deadly poison, and hydrogen, made to take its place. Suppose twelve minutes to have passed. These scholars must now take that impure and deadly air into their lungs and breathe it over, in the hope that some of the oxygen was left on the first breathing. And the next twelve minutes breathe it, still more impure, again. Not getting from it what the system demands, the pupils become restless, feel an aversion to study, have the headache, are weary, and lose their ability to attend to the instruction of their teacher. To require children to study and bring out the products of the brain under such circumstances is the same kind of insanity as to put a spider on a bed of live coals and ask it to spin its web. The spider will summon all its powers

* Dr. Cutter in his Physiology says, "No physiologist pretends that less than seven cubic feet of air are adequate for a man to breathe each minute, while Dr. Reid allows ten feet.

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to leap from that deadly place. So all the powers of nature in a child, thus shut up, will struggle to get that child out of that poisonous place into the pure air. The restlessness, the headache, and all the discomfort of the child, are so many wise provisions of nature to secure its life and health.

High School.—Under this head we say that it impresses itself upon us more forcibly this year even than last, that as a town we are not doing our duty in respect to the facilities which we afford the young among us for education. We live in a country and an age when knowledge is not only usefulness, happiness, power, but a necessity. Two hundred and fifty years ago Shakspeare said: "Ignorance is the curse of God: Knowledge is the wing wherewith we fly to heaven."

John Locke said: "The difference to be found in the manners and abilities of men is owing more to their education than anything else."

Addison: "An industrious and virtuous education of children is a better inheritance for them than a great estate."

Benjamin Franklin: "An investment in knowledge always pays the best interest."

Edward Everett: "Education is a better safeguard of liberty than a standing army. If we retrench the wages of the schoolmaster, we must raise those of the recruiting sergeant."

The inspired penman tells us that "Wisdom and knowledge shall be the stability of thy times, and the strength of salvation."

While the town is furnished with a sufficient number of Primary Schools, it has not one which is suitable to carry the scholars forward and fit them for the increasingly responsible duties of useful, intelligent and virtuous citizenship. Everything valuable pertaining to the town in the next generation depends upon the fitness which those who are now children shall have for their responsibilities. What has passed for an education with us, is far less than will be needed by them. The educational standard in all of our towns is raised. A more complete education is demanded for the performance of private or public business, for wise action on social or political questions, and for filling offices of honor and trust. Ignorance puts the ban upon one and shuts the door of opportunity.

The pupils in our schools are, so far as qualifying them for citizenship goes, a trust committed to the voters of this town. The law makes their education the care of the town. This it does because their education is a public benefit. Property is enhanced in value if it is an intelligent and virtuous community. It is more secure. The social privileges afforded by it are better. There is not a worthy interest which is not promoted by the education of a community. So that it is just that all, whether parents or not, should participate in bearing the expense of education. All are benefited. And it is easy to see that the education must be such

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as is suited to the times, in order to secure the benefits. More is now demanded for enlightened citizenship,—therefore more must be done to prepare for it. We are really pushing the children, now on the stage, forward to fight the social battles of their time,—to cope with infidelity, intemperance, vice in all its forms, and social and political questions of the gravest importance. The whole world is brought within speaking distance of them, and they must know more about it than we do. They will be met in their conflicts by skilled antagonists, and shall not we furnish them with the skill and the arms needed for an equal contest? Four years ago you would have thought it madness to send out soldiers without equipments? Is it any less madness to send our children unequipped into the battles that await them?

There is sometimes a concise kind of logic that leaps forth, Minerva-like, from the deepest convictions of the soul. It is too condensed for the intellect to unravel and articulate. Dr. Johnson, when disputing with a fatalist, uttered the sentence, "We know we're free, and there's an end on't." President Lincoln when pushed on the subject of slavery, cut the gordian knot by the sentence, "If slavery is not wrong nothing is wrong." These are expressions of the profoundest convictions of the soul. But no more so than this:—If the education of the young up to a point to fit them for duty in the sphere in which we place them to act is not a duty, nothing is duty. This is an impulse, an instinct of the Christian heart.

From some source must come teachers for our Common Schools. During the last year we had the services of fourteen, only two of which were from this town, and we furnished only two for the Common Schools in other towns. Is it not our duty, as well as privilege, to furnish as many teachers as we have the services of? Suppose every town in the State was as deficient in furnishing teachers for the Public Schools as we are? How soon our system of education would fall? Other towns are glad to furnish us teachers, for they will have schools to fit their youth for this office. But do we qualify our youth to fill their teachers' chairs? Is not here a double wrong, first to the school system of the State, secondly to our own youth?

School Committee.—John M. Greene, Reuben H. Belden, Daniel W. Wells.

NORTHAMPTON.

The practical question then that addresses itself to every citizen of the town is this, viz.: How shall we make our schools such that they shall secure the desired ends? To answer this question we beg leave to offer some suggestions.

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First. We must have more and better teaching. It requires but a very limited range of acquirement to enable a person to hear a recitation, especially if nothing more is included in it than precise verbal statements in the exact language of the text-book. It is nothing but a sheer misapplication of language to call such a mere mechanical process teaching. It lacks its first essential element, and is as powerless to stir the intellect of the pupil as moonbeams are to penetrate and melt the massive icebergs of the Polar Sea. Teaching to be *teaching* must have in it what the old Methodist divine told a young brother who had just commenced preaching his sermons lacked, "more likes," or in other words, to be diversified and made intelligible by illustration, simple but apt. Obviously the interests of our schools demand more teaching and less mere "hearing" of recitations, and if our schools are ever brought up to that standard by which their superiority will be indisputably established, it will be in great part due to the warm and generous cherishing of our school system, and by retaining in our schools as teachers only those who know how to teach and who we are satisfied do teach. The services of such a teacher for a single term will do more to give character to a school in the results secured, than can be accomplished by another though the school were continued the whole year round, and as a matter of economy merely the town would be greatly the loser by the failure to retain such a teacher, even though it involved an increase of compensation equivalent to twice the amount for which one of an ordinary character could be procured.

Second. More attention should be given in our schools to the manners and habits of our children.

Formerly special attention was given to propriety of conduct and the rules of decorum out of school hours, and when away from the teacher's observation. Children were systematically taught to pay respect and deference to age,—"to rise up before the old man and honor the hoary head." Indecencies of speech or behavior, profaneness and disreputable conduct of whatever character were regarded legitimate subjects for the teacher's attention, and as a consequence parents had little fear that their children would be contaminated by social companionship at school. And the need of such supervision now is all the more urgent from the fact, that in many of our schools a large majority of the pupils come from families in which all the influences and associations at home are adverse and prejudicial, alike to refinement of conduct and character. The teacher who would see the earliest and richest fruits of labor bestowed, has here the most promising and hopeful field in which to exercise the energies of mind and heart, and were it not seemingly invidious, we could name particular schools which by general consent furnish the most ample illustration of the truth of this remark.

Third. A more rigid discipline is demanded in our schools.

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Obedient parents are every day to be met, but this is not the age of obedient children.

"Do you see that child?" said a French courtier to his friend. "That child rules the realm." "How so," said his friend. "That child rules his mother; his mother governs his father, and his father is nominally king of France," was the reply. Unaccustomed to the practice of submission to parental authority at home, the restraints of the school-room are irksome, and quite too often their restiveness under control is kept from breaking out into open defiance of the teacher's authority only by a salutary fear of punishment. It should be fully understood, that within certain limits the teacher is sole and undisputed master of the situation and the executor of his own will, and up to that point where those limits are reached, no interference with the teacher can for a moment be tolerated. The regulations that are indispensable to the orderly arrangement and proper control of the school are, and of right should be in the teacher's hands, and it surely needs no argument to show that there also should rest the necessary means for their enforcement; otherwise they are divested of their sanctions, and have only the power and influence of simple advice. The injudicious and unwarrantable interference of parents with the discipline of the schools, in two or three instances, has well-nigh neutralized the good that would otherwise have been accomplished, and will doubtless operate to the disadvantage of whoever may have the charge of them the ensuing year.

Fourth. The improvement of our schools demands greater regularity of attendance.

The loss of a single lesson is apparently but of very slight importance, but that very lesson may contain cardinal principles, which if misunderstood or but imperfectly comprehended, will embarrass the pupil in his entire subsequent course. We cannot enforce regularity of attendance, but we hazard nothing in saying that no pupil ever reaches a high standard of scholarship, or can by any possibility obtain the best advantages that our schools afford, unless the systematic course is thoroughly mastered and pursued from beginning to end without break or interruption. To this more than to any other cause is attributable the incoherent, slip-shod methods of recitation, mortifying to the teacher, to whom no blame can attach, and painfully wearisome to the listener, who not unfrequently without consideration estimates the value of the teacher's efforts by their apparent results. We fully believe that one-half at least of the benefits that might be derived from our schools are thrown away on account of the want of interest manifested by parents, who either without cause or upon frivolous pretexts allow their children to be habitually absent from school. So far as the progress of the child is concerned, habitual absence once or twice a week is well-nigh as ruinous as keeping him from school altogether.

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What shall we do with the foreign element in our Public Schools? This question is beginning to excite the gravest consideration on the part of the friends of education, and we shall be pardoned if we give it some passing notice. The theory of the State, so far as its legislation has borne upon the interests of popular education, has been that no exclusive privileges were to be conferred upon any class, but that all were alike to share in its advantages, irrespective of race, or clime, or color. Its object is, by avoiding discriminating legislation, to fuse together the incongruous elements in the State and make us strictly a homogeneous people. We cannot sequester them from intercourse with ourselves or our children, without virtually putting them under the ban, and keeping alive among us a caste prejudice utterly at war with the spirit of our republican institutions. What we need to do with them is to Americanize them, and this can be done only by a generous tolerance of their faults, till their better nature can be awakened to see the good and right and true. If these results are to be gained, our schools must be used by all classes, native and foreign alike. And while we ought not to be indifferent to the coarseness and ignorance and degradation that exists, it were well for us to remember that these evils are not cured by pharisaic self-complacency or the exercise of a rose-water philanthropy which shrinks from personal contact with whatever shocks the sensibilities or offends the taste. Native and foreigner must be educated together, even if the child of foreign parentage does appear at an immense disadvantage when placed by the side of his native-born competitor. Much of the superiority manifested by our American children is due to the favorable surroundings of home, and the withdrawal of those influences from our schools would be productive of incalculable injury. That there is really no intellectual disparity between the different classes is fully proved by the results as witnessed in the schools in Florence, and in our own higher grade of schools; and we sincerely deprecate any course of action which shall tend however remotely to their separation, or to widen the distance between them.

School Committee.—H. H. Chilson, Wm. D. Clapp, Sidney Strong, S. E. Bridgman, A. L. Williston.

PLAINFIELD.

Some of our schools have not kept as long as we have wished, and while we do not believe in employing cheaper teachers, we would suggest that the districts expend the whole of their money every year, instead of leaving a surplus, as is often done; had this been done the past year in every case, we think we could have reported six months' school in every district, which would have secured to us a much larger sum from the State, for the next year; we wish it understood that whatever money

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is left over by the several districts, does not belong to them individually, but goes into the appropriation for schools for the next year to be divided anew; this has not been the usual practice in this town, but we would recommend that it be in the future.

School Committee.—SETH W. CLARK, STEPHEN HAYWARD, JR., THADDEUS ROOD.

WESTHAMPTON.

In our last report we raised objections to serial studies, especially geography. Another year of observation has served to confirm us in our opinion, that it is better to let that study alone till the pupils are sufficiently advanced to take the last of the series, and devote some of their earlier years to the study of the natural sciences. In the education of children, we should seek for mental culture, preparation for the business they will be most likely to follow in after life, and general information. The principles of the natural sciences are at the foundation, or enter into, agriculture, and the various arts and trades. Yet most of those who stop short of what is termed a liberal education, go into their business ignorant of these principles. An intelligent teacher can do much to awaken thought in very young children, and draw instruction for them from things with which we come in daily contact, and which enter into our very being.

Chairman.—ELEAZAR JUDD.

HAMPDEN COUNTY.

BRIMFIELD.

A Normal Class.—We are authorized to say that an advanced class of pupils will be organized in the High School, where especial attention will be given to the English branches, as well as to the "theory and practice" of teaching. From our acquaintance with these teachers and their mode of instruction, we can assure those who are anxious to prepare themselves to teach in the Public Schools, an opportunity will be offered here which they cannot well afford to lose, and we earnestly recommend to them to avail themselves of its advantages.

Teachers' Meetings.—By invitation, Mr. J. G. Scott, a teacher in the Normal School at Westfield, recently met several teachers and friends of education, and gave a few lessons on the theory and practice of teaching, illustrating very briefly the analytical method adopted at the Normal

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School. These exercises excited much interest; and it was voted to continue these meetings for mutual improvement, taking up teaching exercises, and discussing such questions as bear more directly upon the the best interests of the school. The value of these meetings cannot be overestimated. The teachers become better acquainted with each other. Here they may congratulate each other in their successes; they can sympathize together in their perplexities. Their interests are identical; their responsibilities are the same. Here may be discussed the best method of governing the school,—the best method of communicating instruction.

School Committee.—WARREN F. TARBELL, JOSEPH L. WOOD, EZRA B. WELD.

CHICOPEE.

At the last annual town meeting the sum of $350 was generously appropriated for the purpose of furnishing certain districts with maps, books of reference, and school apparatus. A portion of this fund has been expended, and maps and tablets have been procured, and so far these wants have been supplied. Reference books and school apparatus will be supplied so soon as the districts will make suitable provision where they can be placed and properly protected from injury.

We would also suggest to the prudential committees to provide the Primary Schools, and all the schools where there are young children, with some suitable school apparatus, such as blocks, geometrical figures, plates, and even pictures, which will not only instruct, but which will relieve the tedious monotony of the daily routine of merely reading and spelling. We have alluded to this subject in the former part of the report, but even risking a little of repetition, we feel the importance of again calling your attention to it. It may seem to be a very unimportant, as well as an easy task, to teach young children, and one for which it is generally considered most any person is competent; yet all those most conversant with the work of education, who have reflected upon and studied more thoroughly the subject, assert that this is the period which requires as much capacity and preparedness as any subsequent time. At this susceptible period of life, the pupils in these schools need the care of well-educated and kind-hearted teachers, those who are apt to teach, who love little children, and who have been well trained for the work; who have patience, good temper, and forbearance; whose very look and tone and action breathe a sentiment of kindness, together with firmness, and who have a good stock of practical knowledge, good sense and a fund of resources.

To teach a child to spell a few words or read a few lines in the primer twice a day, and this, perhaps, done hastily and sometimes with testy reprimands, or endeavoring to confine the attention to their books for the purpose of studying, does not constitute, in its true and proper sense, the

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art of teaching young children. These active, restless, imitative little creatures require an almost specific method of teaching, combining not only the "best quality of instruction," but the ability to interest them, to awaken their attention and incite them to study, making their tasks attractive, so that their studies and school duties shall be to them a source of pleasure and delight.

School Committee.—P. Le B. Stickney, B. V. Stevenson, Samuel Alvord.

HOLLAND.

The schools of this town are too short. They should be at least eight months, instead of four or six as now. This would require more money it is true. But what of that? Let the money be raised and good teachers be employed. What better investment? The parents of one of our school districts did the right thing in supporting a school during the autumn. We commend this example of well-doing to others in this town. Let other districts follow in the same steps and have a school in the fall of the year.

What in our opinion would be better still,—let the good people of Holland provide a suitable building near the centre of the town, and have a school kept in it three if not six months in the year, for the benefit of all who can attend,—a school in which the common and higher English branches may be taught. Such a school may be self-supporting—i. e., supported by the tuition fees of those who attend. Let it be under the care of the school committee. The whole, or nearly all of the expense to the town would be in the cost of the building. This would be trifling in comparison with the cost of sending the young people of the town away to school, at the present price of board and other incidental expenses.

Provide a suitable building, and the way is open for the young people to have advantages equal or nearly so with other towns. "Where there is a will, there is a way."

School Committee.—Alden Southworth, H. A. McFarland.

HOLYOKE.

Physical Training.—Although in some of the schools more or less time has been devoted to gymnastics and singing, we think that as a general thing the physical training of the scholars has not received the attention which its importance demands. If the system pursued in our schools is such that the graduates go out into the business of life with enfeebled constitutions, and an incapacity for the endurance of mental and bodily exertion, our schools are very far from accomplishing what may be justly required of them. No brilliancy of scholarship will atone for the lack of

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vigorous health. Let no one think that the time spent in physical training involves a corresponding loss in the mental progress of the pupil. Brief but frequent exercises in gymnastics awaken the sluggish, and give grateful relief to the mind when fatigued by study, and fit the pupil to meet the difficulties in his way with renewed energy.

Especial attention should be given to physical training in the lower grades of our schools. It is not an easy task to manage a Primary School successfully, but the teacher who has frequent exercises in gymnastics and in singing, will find it much easier to keep the school quiet and orderly, than one who spends all the time in hearing recitations. If we are trying to educate children it will not do to ignore their natural instincts. Children love freedom of action, but they cannot be allowed to leave their seats; they love noise, but the school-room must be quiet; they love to communicate with their neighbors, but the school-room must not be disturbed by whispering. Now it is not the business of a teacher to eradicate or repress every natural instinct of a child, but to train and develop his faculties in the right direction. Since children love to exercise their lungs, teach them to sing. Nothing adds more to the cheerfulness of a school than a lively song in which all the pupils join. If "things do not seem to go right," (and all teachers will understand the meaning of that expression,) a brief exercise in singing will generally restore good feeling and a cheerful obedience. As children find it a great restraint to sit motionless at their desks an hour and a half, (and nothing but cruelty can compel them to remain so for a long time,) when they become restless they should be allowed to exercise their muscles in a proper way, either by some simple exercise in calisthenics, or by marching in order around the room. Especially should teachers remember that they can easily do one thing for the health of their pupils which is of vital importance,—they can furnish their rooms with a constant supply of fresh air.

School Committee.—Oscar Ely, A. M. Averill, Simeon Miller, John E. Chase, Henry A. Chase, L. R. Eastman, Jr.

LONGMEADOW.

Fault-finding.—We do not by any means expect to do away with fault-finding. It is one of the inalienable rights of every American citizen, and especially of the women who are not allowed to vote. But we desire humbly to make two or three suggestions: Lay the largest share of the fault-finding on the shoulders of the school committee. They are used to it or ought to be. Elect a board large enough and stiff enough in backbone and upper lip to bear composedly any amount of censure, and meanwhile cheerfully going on to do the best they can for the general good. They are much abler and better fitted to bear it than are young and sen-

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sitive, perhaps inexperienced teachers. From lack of judgment, or knowledge, or tact, or from impulsive dispositions, or from wearied nerves, they may often make mistakes, and say and do things, or omit to do things, which will give occasion for fault-finding.

But one thing we do insist on strenuously: If you must find fault with your teachers rather than with your committee, do not do it audibly in the presence of your children—for it will probably enhance the very evils you complain of, by nurturing insubordination in the hearts of your children, and by discouraging the teacher, who will be apt to hear in some unfortunate moment of your fault-finding, and her sorely wounded spirit may perhaps unduly exaggerate your real meaning. But if you will not agree to this, if you will not yield your right to speak your mind before the children, let us make this rule and let it be passed in "committee of the whole;" first in "joint committee" of husband and wife, and there ratified by all the adult members of the house, not to make our fault-finding audible before the children until a fortnight before the term closes, and not to do it then until after consulting the committee. By that time we shall usually, by our united counsels, be able to carry the school to a successful close, notwithstanding some actual faults on the teacher's part. If any serious mistakes or deficiencies are noticed by the parents, it is well, first, after listening to reports from their children or others, to go into the school, examine personally for themselves, and secondly, if their minds are not relieved to speak confidentially but frankly with the school committee on the subject, and let him or them communicate with the teacher.

In conclusion, we suggest the following rules as under consideration by your committee for the better regulation of the schools.

1. Every teacher shall be present ten minutes previous to the opening session of the school to see that all things are ready for its commencing punctually and in order.

2. At the appointed time for opening the school, the inside doors shall be locked, and re-opened at the close of the devotional exercises; and all scholars admitted after that time shall be marked tardy.

3. Any pupil who shall absent himself from any examination, due notice of which has been given to the school, without rendering a satisfactory excuse to the teacher, shall forfeit his connection with the school and shall not be re-admitted except by permission of the committee.

4. For flagrant misconduct of any kind, any teacher may suspend a pupil from school, provided that such case of suspension shall be notified immediately or as soon as possible to the parent or guardian, and also reported to the committee; and if ratified by the committee, the pupil thus suspended shall be expelled or re-admitted only by the permission of the committee.

School Committee.—John W. Harding, George W. Gould, Homer Dwight.

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MONSON.

A few remarks are offered as to the proper mode of distributing the school money among the several districts for the support of the schools.

The money is raised for schools as a town expense, for town uses. The school money when raised on the valuation of the town, is a common fund for the use of the town. The true theory is, that towns exist as such, to maintain their schools as a common benefit, just as they exist to maintain roads and bridges for the public welfare.

But the principle has long been held, that in the distribution of the public money among the several districts, the valuation of such districts was to be regarded to a greater or less extent; and so the town has voted to divide a certain part of the school money according to the valuation. Formerly all the money was thus divided, and so long as the districts did not greatly differ from each other in valuation, or in the size of the schools, as they did not when first established, and for a long time after, the distribution was fair enough, for it conferred nearly an equality of school privileges upon all the children of the town.

But it should be understood, that school districts were never organized on the principle of valuation, and they have no claims to any rights or privileges as such on that principle.

The valuation principle ought not to be regarded; for it is opposed to the general school policy of the State, which requires that the privileges of public education shall be equalized as far as possible, while the valuation principle tends more and more to inequality, for there is everywhere a constantly increasing tendency to inequality in the distribution of wealth.

How, then, shall the school money be divided? In reply to this most important question, we say that in the division, regard should be had to two points: one, to the number of schools needed to educate the whole number of children in the best manner, and the other to the size of the schools. We deny that one part of the town has a claim to a better school than another, because that section pays more to the common fund; but every tax-payer has a right to say how this common fund shall be distributed so as to promote the best good of all the schools actually wanted. If the town determines to maintain ten schools or nineteen,—the present number,—or twenty-nine schools, then they all have common wants as such, which must be met. They must all have competent teachers. There is no more reason why one school should have an ignorant or immoral teacher than that another should have. At least one-half, perhaps more than half of the common fund annually appropriated, should be divided among the schools equally. If the town think it necessary to continue the small schools on the present system, they must have a certain

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amount of money, simply on the ground of being legally constituted schools, without any regard to their size. But all the money ought not to be thus distributed, for as we have seen, the disparity in the schools is very great.

It is evident that a school with an average attendance of six and one-half pupils, ought not to have as large a share of the public money as a school which has an average attendance of forty-eight and one-half, which is the measure of the present disparity. Some difference ought to be made in the appropriations on account of this disparity, and we think every tax-payer has a right to say that the policy of the schools in this town shall be such, that the disparity in the schools shall be made less, and the advantages of all the scholars in all the schools shall be made as near equal as possible; and when the schools have been made as nearly equal as they can be consistent with the best good of all the pupils in the town, then, we think each school should have nearly the same amount, in the distribution of the public money.

It should be understood by all who contribute to the support of the Public Schools, that a school cannot be a good one, so as to answer its public uses, if it be very small or very large. A small school cannot be a good one, even with a large appropriation, for minds are wanted as well as money to make a good school.

It may be possible to raise cabbages and onions on our most barren sand-hills, if money enough is used to supply moisture and manure; but money will not make a school without scholars, and the quality of a school, up to a certain limit, is dependent on the number as well as the capacity of the pupils. Hence the reason for uniting small districts, so as to increase the size of the schools.

But a school may be too large as well as too small. A large school requires different arrangements, and some qualities in a teacher which may not be so necessary in a small one.

The teacher of a small school ought to be as good an instructor as of a large school, for the small schools may have as good minds to be trained as the large ones have; and in general, schools of farming districts have a higher rank of scholarship than village or city schools of the same grade have. But a large school requires a teacher with more power of control, and this prime quality makes the difference in the price of instruction.

We regard the schools of the town as by far its greatest public interest. We have reason to believe, that by too many they are valued as of very little importance; certain it is that this, the highest end of our existence as a town, will not be secured until a greater degree of interest is felt in the improvement so much needed, in order to make the schools worth their present cost.

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Our farmers are careful to provide comfortable shelter for their cattle in the winter, and good pasturage in the summer. They will not hesitate, when the feed is short and the springs are low, to drive their stock every night and morning an extra half-mile or a mile even, if thereby they may roam in green pastures and drink at pure fountains. If they are in danger, they are cared for, especially the young of their flocks. How much better is a man than a sheep? How much more careful should a farmer be for his children than his lambs? The end of his labor is to provide for his children, and their physical wants he will not neglect. But the mind is worth more than the body, the character is better than money.

A farmer cannot be considered as respectable if he is not willing to furnish his children three meals of good food every day in the year. For the minds of the children in the Public Schools, the town provides a feast one hundred and fifteen days, and they must fast and famish one hundred and ninety-eight days. The cattle know the difference between good English hay and bog meadow. The children of our schools have as keen a relish for what accords with their intellectual appetites.

A farmer has an open eye to see the improvements and the profits of a modern barn or pig-sty. Shall he have no concern that the school-house in which the immortal minds of his children are trained, shall be a building worthy of the business done in it?

School Committee.—CHARLES HAMMOND, HENRY A. WARD, JOHN P. CADY.

SPRINGFIELD.

Corporal Punishments.—Nothing is of more importance in order to make a school successful than the firm and uniform maintenance of good order, and the proper subordination of the pupils. In ordinary cases this may be attained by mild and gentle means, through the influence and action of mutual affection and kindness. And such means are always to be preferred. The teacher should aim to win the love and esteem of his pupils, and secure in his little community a public sentiment in his favor, always ready to sustain him in his measures of discipline in restraining the disorderly. But a resort to measures of severity sometimes becomes absolutely necessary; and though corporal punishment should be adopted only when other means have been persistently tried and have failed, yet when in the deliberate judgment of the teacher it is deemed necessary, there should be no shrinking from the duty, however painful it may be. And when the punishment is properly administered from right motives and for a good end, it is fully recognized by the law of the land, as well as by a higher law, as a legitimate and justifiable mode of discipline, the teacher being for the time *in loco parentis*, and having in this respect the same powers and responsibilities as parents. Courts of justice are inclined

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to sustain teachers in the exercise of a proper discipline, even when the punishment is unusually severe, if it was obviously necessary in order to maintain their supremacy in the school. And they never will hold them liable, criminally, for mere errors of judgment, if the motive and purpose be right, no more than a parent would be so holden. Yet if in such case, through gross carelessness on the part of a teacher, a serious and lasting injury should be inflicted upon a pupil, the teacher might be made to respond in damages for the same in a civil suit. For this and other obvious reasons, great caution should be observed by teachers in administering such punishments.

The principles unfolded above involve the controlling rule which characterizes the present management of our schools. For several years past there has been a gradually increasing tendency on the part of teachers to govern simply by the law of love, and the committee have most cordially encouraged this tendency. The result is that instances of a resort to the severer modes of discipline are comparatively rare. In the schools of the higher grades, corporal punishments, for the most part, have been practically discontinued; and in the lower grades they are much less frequently applied than they were in former times. Yet, in our opinion, the right and the power so to punish should still be vested in the teachers, to be exercised when they deem it absolutely necessary for the good discipline of their schools, subject to the control and direction of the committee. Then the mere consciousness on the part of the teacher that he is possessed of this power and is therefore strengthened in his position, and the knowledge on the part of the pupils that it is so possessed and may be exercised, will in a large proportion of cases answer every purpose without the actual application of it. An abuse of this power seldom occurs in our schools, as our own observation and experience testify; much less frequently we believe than in the family discipline to which the pupils are subject at home. And there is abundant testimony of the efficacy of this discipline in effecting a reform in cases where nothing else would do it. By it, inveterate and stubborn offenders have sometimes been reclaimed, when all other means have failed.

It is sometimes urged that exclusion from school of disorderly pupils may be adopted as a substitute for corporal punishment. This may be in many cases, as before intimated, the most judicious and expedient course in reference to the more mature classes of pupils, especially those of the female sex; but the general application of such a rule would not be practicable in the Intermediate and Primary Schools. Teachers can suspend, but the committee alone have the authority to exclude from school. Adopt therefore the proposed substitute, and the most common cases of discipline must be examined and decided by the committee; and what a mass of vexatious and burdensome duties would thus be thrown upon them

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and the superintendent!—and how much respect would remain for the person and authority of the teacher after the government of the school is thus virtually wrested from him and transferred to the committee!

But more than this: we believe the substitute proposed cannot be legally adopted as a general rule—that, so long as this mode of discipline is recognized by the law and sanctioned by the civil courts as legal and proper in the schools, it is questionable at least whether a committee would be justified (under the law authorizing exclusion from school for good reasons,) in resorting to this extreme measure of depriving children of the advantages of education, until, as the only remaining means and hope of reform within the school, this by corporal punishment has also first been tried and proved a failure.

If, therefore, this mode of discipline by corporal punishment is to be hereafter universally discontinued in our schools, let it be done in due form of law by a prohibitory statute, so that the practice and the policy in this respect may be according to law and uniformly the same throughout the Commonwealth.

Other substitutes are sometimes adopted, which are vastly more mischievous in their effects than any of the ordinary corporal chastisments that are inflicted. Of these, are morose and repulsive looks and treatment—habitual petulance and scolding, continued day after day—but above all, the holding up before the school pupils as objects of ridicule and sarcasm—all which modes of discipline, by frequent repetition, defeat their own purpose, while their tendency is to inflict a lasting injury upon the character and tempers of the children, with a corresponding reaction upon the teachers themselves.

While we have thus attempted to vindicate the use of corporal punishments in cases of absolute necessity, we have also at the same time pointed out what we consider a "more excellent way"—always to be followed when there is a reasonable hope that it will secure the end in view.

The New Provision for Truants, etc.—The alarming increase of juvenile depravity in our city has awakened serious apprehensions as to the consequences, and led to energetic efforts to check this growing evil.

The new arrangement initiated for this purpose contemplates, in the first place, the reformation of truants and other vicious, idle and vagrant children; and, in the next place, the bringing back to a better attendance pupils actually belonging to the schools, but attending very irregularly, on account of detention by their parents at home or otherwise. For the former class, a place has been provided by the city government for their reception, confinement and instruction (at the city almshouse,) under a kind and efficient female teacher. To this place they are sentenced by the police court for truancy or other misdemeanors, where they are kept dur-

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ing the period of their sentence, or until the court, being satisfied of their reformation, discharges them. This is the Truant School.

For the latter class (irregular pupils) a special school is assigned, denominated the Ungraded School, (kept in the State Street school-house, under the charge of Mr. Barrett with an assistant)—in which the pupils are suitably taught as in the other schools; and whenever any of them become uniformly constant in their attendance and commendable in their behavior, they are allowed to return to the graded school where they properly belong; but if their irregular attendance degenerates into truancy, &c., then they are sent to the Truant School and place of confinement at the almshouse.

Under the operation of this system, the motives of hope and fear are brought to bear on both classes of children, and in connection with good instructions and kind treatment, cheering indications are seen in most cases of a genuine reformation.

But outside of these schools the new arrangement is exerting a most salutary influence in promoting a more regular attendance in all our schools, and greatly diminishing the class of vagrant children in our streets.

There are some points of importance relating to the system of instruction and the manner of conducting it in our schools, to which we wish briefly to advert, with a view to the inquiry, whether some improvement may not be made in respect to them.

1. Is there sufficient effort always made to explain to children the reasons of what they learn—the "whys and the wherefores?" For instance, a pupil may perform on his slate or on the blackboard, day after day, some of the most difficult problems in arithmetic, following implicitly the rule in the book, and yet have no idea of the reasons of what he has done—not even of the simple process of subtraction—much less of the more complicated processes in fractions, and the higher branches of arithmetic. In grammar, geography and history, also, the same practice of learning by rote, as it is called, too often occurs, and needs to be cautiously guarded against by the teacher.

2. Is the habit of making a practical application of what is learned to the business of life so constant and universal among teachers as it should be—or, in other words, is there always sufficient pains taken to show clearly to the pupil how the knowledge he is acquiring at school can be made directly available to him in daily life—in the pursuits in which he may be called to engage? Illustrations on this point will readily occur to every intelligent teacher.

3. Do the natural sciences, chemistry, natural philosophy, geology, natural history, &c., receive as much attention as their importance demands? A fresh interest has recently been awakened in these pursuits by a revival

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of them in the High School, and by the establishment here of the new Scientific Association, which is rendering good service in this behalf by discussions, lectures and exploring excursions, and promises to be an efficient and valuable auxiliary to the schools. And this new impulse, it is hoped, may be the means of introducing more generally into our schools these studies, either by regularly organized classes or by miscellaneous and general exercises. Many of our youth who are educated in the Public Schools complete their course at the Grammar School. Is it not desirable that before going from the school to the business of life, they should learn something of those general principles of chemistry, philosophy, &c., which explain the common phenomena of nature, and lie at the foundation of the mechanic arts.

4. Would it not be an advantage of much importance in our schools, for teachers more generally and fully to instruct their pupils on subjects relating to civil polity—embracing particularly the nature of our governments, national and state,—the peculiar organization of each,—and their several departments and mutual relations? In our view, it is important, as far as it is practicable, that these topics should be made the subject of regular study and recitation, especially among the older and more advanced classes of pupils; but when this is not feasible, an earnest teacher will contrive to find occasions when, in the form of oral lectures, and general miscellaneous exercises and discussions, much information may be acquired by the pupils on those subjects, which will be of inestimable value to them.

A beginning may be made in those studies at a very early period of school attendance; when, in a familiar way, by simple oral exercises, the pupils may be made clearly to understand all about the divisions of towns, cities, counties, states and countries—their appropriate objects, purposes and relations to each other—the various institutions, officers, &c., connected with them, and other like matters of interest suggested by the subject. In this way the pupil, as he advances from grade to grade in his education, will be accumulating a store of local information which of itself will be of much practical value to him, and besides will be likely to inspire him with a desire for higher attainments of knowledge in the same direction. And, moreover, such occasional exercises, like object-teaching, have a most happy influence in giving fresh vigor and animation to the pupils in the daily and regular studies and duties of the school. In contrast with this, it is surprising to see how much ignorance is sometimes betrayed by scholars on these simple matters, merely because their attention has not been specially directed to them.

Inasmuch as under a republican government the primary object of education at the Public School should be to make our youth intelligent freemen, qualified in every respect to discharge the duties of good citizens,

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it would seem that nothing could be more appropriate for this purpose than the instructions suggested above.

5. In the instructions and discipline of the Public Schools, besides the acquisition of knowledge and the culture of the intellect, another object of commanding interest and importance—as prescribed by the constitution and the laws of the Commonwealth—is the formation of individual character, comprising all those virtues, habits and principles which will make the pupils worthy and useful members of the community. Is this object always kept in view in the school-room as much as it should be? Would not some increase of attention and effort in this direction be an improvement worth attempting, where there has been a deficiency in this respect heretofore?

Chairman.—JOSIAH HOOKER.

Truancy, Absenteeism, etc.—Especial efforts have been made the latter part of the year to prevent truancy and absenteeism, and also to bring into the schools, and so under better influences, a class of boys that were not enrolled upon our school lists. Those acquainted with the city have known that there were many of this last class, boys growing up in ignorance and idleness and crime; and the teachers have felt that irregular attendance was their greatest obstacle. So long as the boys picked up by the truant officers could say with truth that there was not room for them in the schools, and with a look of "injured innocence" assert that they would be glad to be in school, and so long as there was no penalty for truancy and unnecessary absence save what the teacher could impose, little could be accomplished. But at the beginning of the present school-year the opportunity was afforded of carrying into effect the plan recommended by his honor the mayor in his address of last year and in the school committee's report. That plan was briefly this: that the teachers should use all the means in their power to prevent truancy and secure constant attendance in their respective schools; that for such as they could not control, and such as were not found in the schools at all, a school should be established and placed under peculiar regulations; that those who could not be reclaimed at this point should be brought before the police court and be sentenced to a place of confinement and instruction. Up to this time there had been no room for this peculiar school, but by the transfer of pupils from State to Elm Street, a room in the State Street school-house could be used for that purpose. There the ungraded school was established, designed for those who from any cause could not or would not be constant in their attendance in the graded schools. This school was placed in charge of Mr. R. C. Barrett, who had added to the experience of many years as a teacher, a term of more than three years in the service of his country. When later Mr. Barrett was made a truant officer that he

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might look after those who were absent from his own school, and those who were despaired of by the other teachers, and it became necessary that he should be out of his room much of his time, Miss Electa Miller, who for twenty years had been a successful teacher in the schools of Springfield, was engaged as an assistant, and she is doing a very important work in the best manner. The school commenced with three pupils but the number was soon increased. Several boys who were not in any of the schools and had not been for several terms, voluntarily offered themselves for this ungraded school. Those who best knew the boys had little faith in the success of the school. It was not supposed that the boys could be kept there unless there was something beyond that they should stand in fear of. But for this the city government had made provision. Under their direction a portion of the house at the poor farm had been fitted up for the safe keeping and convenience of those who might be sent there. Rooms for eating, sleeping and study, remote from the inmates of the house, had been prepared, and in a few weeks several were sent there by the judge of the police court for a term of six months, and from time to time others have been sent till the present number is fifteen. Fortunately for the boys and for the success of the experiment, a lady, Miss Bascom, was found for a matron, whose long experience as a teacher, and whose warm, loving heart admirably fitted her for the place. Under her guiding hand not only has the progress in study been great, but the change for the better in every respect has been wonderful. This is so apparent that all who have visited the school, so far as I know, have been struck with it, and some who at first had their misgivings have become thorough converts and are now earnest defenders of it.

It is very desirable for the sake of the boys that there should be some manual labor for them. It would be an important part of their education and help pay expenses, and if it came within your province, gentlemen, to provide it, I should strongly recommend it, and I will express the hope that those within whose province it does come, will if possible make provision for it.

The ungraded school is doing a good work for those children whose circumstances seem to compel irregular attendance. Some parents seem to feel that they must have the services of their children whenever they can find work. Some find employment regularly one day in a week. Now it is evident that a boy out of school one-fifth of the time cannot advance with his class with profit to himself or without injury to others, and such pupils are sent to this school, not as a disgrace or a punishment, but because we can thus meet the necessities of the parent and still do something for the education of the child. Others are indifferent as to the attendance of their children. They do not rightly appreciate the loss the child sustains by his absence, or the injury he inflicts upon others. When

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the absences of such a pupil are frequent, he becomes a candidate for the ungraded school, and understands that unless he can be more constant he will lose his place in the graded schools.

In the efforts put forth to secure constant attendance some have felt that the inalienable rights of parents were not sufficiently regarded. It is not, I believe, claimed that the custody of the child is taken from the parent, but it is claimed that the custody of the schools is in the hands of the committee; that the schools are of the nature of a trust placed in their hands as a board of trust, and that they are under obligation to take that course which seems to promise the greatest good to the greatest number. Our laws do not compel a parent to educate his child in a Public School, but to educate him somewhere. The State puts in her claim for an educated citizen, and will have that claim allowed. The parent may elect between an education acquired at home, at a Private School or a Public School, but not between education and ignorance. If he ever chooses to have his child educated at the public expense, to avail himself of the privilege offered to all, he is under obligation so to do that as not to interfere with the rights of others. Necessary absences will be borne with longer than unnecessary ones, just as a merchant or manufacturer will bear longer with the necessary absences of a clerk or an operative than with the unnecessary, but there is a point beyond which even necessity cannot save from unpleasant results.

The schools this year are remarkably full. The whole number of persons between the ages of five and fifteen years, as returned to the board of assessors, May 1, 1866, was 3,846, and the number in the Public Schools the present term is 3,343, or nearly eighty-seven per cent. It is not always easy to trace results back to causes, but it seems to me that two things have contributed greatly to the present condition. The increased and improved school accommodations have brought in some who from choice or necessity were in Private Schools, and the arrangements for truants and absentees, many from the streets. The invariable testimony of the teachers has been that the effect of the Ungraded School in State street, and the Reform School at the poor farm has been excellent upon their schools.

Evening School.—This school was opened for the winter in the State Street school-house, as the town hall where it had been held for several winters was used for other purposes. It is under the charge of B. Maynard, who has taught in the city for the last two winters and was assistant in the Evening School two years ago. He has two assistants and about one hundred and twenty-five pupils, and the school is doing well. It was intended to exclude those under fifteen years of age who ought to be in the day school, but many such presented themselves, and when referred to me told pitiful stories of orphanage and poverty. Some girls thirteen or four-

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teen years of age were out to service in families; some worked in shops and factories; and all claimed that it was impossible to attend the day school. At my request one of the truant officers followed up these cases to ascertain the facts and found that in most instances the statements were too true. The point was yielded and they were were allowed to join the school. But poverty keeps those children from our schools! Does the law of Massachusetts intend that any child shall, because of his poverty, be deprived of a fair Common School education? On the contrary does it not intend that in spite of such poverty he shall have such an education? True, poverty may exempt the parent from the fine of fifty dollars for keeping his child from school, but does it exempt the city from blame? Indeed, does not the city's obligation to render help begin at the very point where poverty removes from the parent the liability to fine? Admitting that high taxes are the greatest possible moral evil, will the tax on ignorance and crime five years hence be lighter and more easily borne than the tax on poverty now? If because a child after a hard day's work can spend two hours in an evening school the cupidity of the parent shall put him to such service, or if when poverty renders that labor necessary the public conscience is satisfied with the meagre advantages there enjoyed, if in a word, the evening school is made the excuse for keeping out from the day schools those who ought to be in them, then we may at least say it is not an unmixed good.

Superintendent of Schools.—E. A. HUBBARD.

WESTFIELD.

In the month of June, 1866, in common with our fellow-citizens, we were called to mourn the sudden decease of Rev. Dr. Davis, that exemplary Christian, devoted pastor and pure philanthropist. Ready for every undertaking that promised blessing and usefulness to man, the cause of popular education, next to religion, received his choicest thought and most earnest effort. Whether College or Primary School asked of him service, it was always cheerfully given. For about forty years he was connected with the educational interests of the town, and for many years was an efficient member of its school committee. His counsels were always deemed valuable, and treated with respect. For a person of his years he possessed a mind remarkably fresh and progressive. At the time of his death he was chairman of the committee, a relation which he had sustained, with slight interruptions, for several years. We deemed it fitting and proper that in some public manner we, together with the schools under our charge, should join in paying a tribute of respect to the remains of so devoted a friend and good man, and therefore passed the following orders:—

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"It having pleased Divine Providence to remove from our midst by sudden death, the Rev. Emerson Davis, D. D., the esteemed chairman of this committee, therefore—

"*Ordered*, That as a mark of our regard and esteem for the character of the deceased, his many and exalted virtues, and his long and efficient services in the educational interests of the town, the Public Schools be closed during the day on Monday next.

"*Ordered*, That the school teachers be invited to meet us at 1 1-2 o'clock P. M., on Monday, at the High School room, to attend the funeral services of the deceased, at the First Congregational Church."

The committee and teachers joined a large concourse of citizens of our own and other towns in escorting the remains to their final resting-place in the grave.

Green District Schools.—The schools in Green District will sustain the same relation to the Normal School for the year to come as they have the past year. The method of teaching will be strictly normal or "object." The public as well as the pupils of the Normal School may here see the principles of teaching inculcated by that school reduced to practice. Aside from this and a voice in the selection of teachers, these schools will be under the supervision of the committee as are the other schools.

The committee assented to this arrangement a year ago with cheering hope that the schools would be benefited by such relation, and we are happy to say, after the year's experience, that our expectations have been fully met. We believe the relation advantageous to both the Normal School and our own, as well as the cause of education generally. The practical test here applied to the method of teaching inculcated by the Normal School, must convince the most skeptical, as it seems to us, that the method is vastly superior to any of the past. The Normal Schools of the State are rendering invaluable service to the cause of popular education by breaking up the old ruts of school teaching, and showing the public a better way to "teach the young idea how to shoot."

Object Teaching.—The first knowledge the child gains, is of objects in the external world. There is but one way by which this knowledge can be gained. The objects must be literally presented to the senses before it is possible for the child to have ideas and thoughts of them.

That teaching which consists in presenting to the mind the objects of its knowledge is called "Object Teaching."

The principles upon which object teaching depends are found in the nature and wants of the human mind. Words are not the original sources of our ideas. They have no power to excite for the first time in the mind, ideas of which they are only the signs. The teacher makes a fatal mistake in his work who attempts to excite in the mind of his young pupil a knowledge of things abstract, or who attempts to excite any knowledge

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at all, primarily, by committing to memory mere words. It is not uncommon in our schools to hear young pupils reciting descriptions of things of which they have never had the most remote notion. The intelligent object teacher actually puts into the hands of his pupils the object of study. After ideas have been gained, names are given to them or their objects. In this way things are always taught and studied first, then are introduced the names of things.

The committee encourage this kind of teaching and some of our teachers are practising it with most gratifying success. We think that some of our schools have no superiors in so far as methods of teaching and means of study are concerned.

School Committee.—THOMAS KNEIL, JOHN JENNINGS, J. H. WATERMAN, M. M. LLOYD, JERE HORTON.

FRANKLIN COUNTY.

CONWAY.

We hope and believe our citizens will sustain permanently our High School, after the successful experiment now made. If our largest taxpayers desire it, and believe such a school will increase the value of property, as well as be a benefit in other ways, will not all be similarly benefited?

Our pupils need not be sent out of town to be educated in the High School studies. But without a good school at home, they will have to be, or grow up in comparative ignorance. How much better is it that the knowledge which can be acquired at home should be, thus avoiding the inconvenience and expense of a distant boarding-school! In order to this, we have not, like many towns, to begin by erecting new buildings, &c. We have plenty of pupils from all parts of the town, as experience proves, anxious to improve such privileges. Many of our boys and girls, without this school, will grow up with but a very imperfect education at best. This school will stimulate all to desire greater attainments than are usually made in our District Schools. And it will have a tendency to raise the standard in these.

With such a school, we may hope that many a bright boy and girl will lay the foundation for a life of usefulness and honor, where otherwise such aspirations might not be sufficiently encouraged.

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The graduates of our High Schools are not the ones to desire no more knowledge. Some of them will go to our colleges and female seminaries. Others will be all the better prepared to fill honorably stations of usefulness. They will make intelligent farmers and mechanics and citizens. And we shall be raising up and qualifying our own teachers,—a thing which much needs our attention, if we are to have even our Primary scholars well instructed. A few years will conclusively demonstrate the many advantages of such a school.

School Committee.—E. CUTLER, R. A. COFFIN, D. T. VINING.

DEERFIELD.

We know indeed that a mind which is cultivated by study and enriched with various knowledge, is so far forth a power in itself; and if properly directed is a mighty advantage to its possessor, as also a benefit to others. It is therefore a laudable ambition which every parent may cherish, that his children should have the best educational advantages possible. Because they are his children it is proper that he should desire this. But we have a common interest in the matter. The public good, public intelligence, morality, enterprise, prosperity,—all require that the benefits of our educational system be made as great in themselves, and be as generally diffused as is possible. Education, it is true, cannot do everything for a people, but in its place it is essential to their well-being. And so this is a matter which does not pertain to neighborhoods or towns as such, but to the whole people. All are interested. It will inure to our benefit and to our children's, if even greater educational privileges than we enjoy could be given to all the children and youth throughout our wide land.

We can hardly imagine now how much, for all our high privileges as a people, we are indebted to our Public School system. Years ago it was said of it by one high in official station,—"It has become the basis of American government, industry and civilization, and the efficient supporter of good morals and Christianity." Within a twelvemonth, a celebrated European writer and educator, while travelling among our people, among other intelligent and striking observations on what had impressed him, gave this testimony,—"I have seen how much you owe to education. * * * I am ready to testify that in New England and in other parts, including the West, you have been able to raise the working classes to a state of physical comfort and intelligence such as has not been realized in any country in Europe. You owe this to the word of God, to your quiet Sabbaths, and to education." Shall we not then as a people hold our educational interests in high esteem? Shall we not willingly bear our share of the burden they impose? The public outlay may seem large, especially

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to such as think themselves not personally interested; but all are interested directly or indirectly; and the returns in this case are more certain and more beneficent than in almost any other.

Notwithstanding much that has been said to the contrary, we believe in drill in school, if only it is conducted in such a way as to necessitate the scholars to exercise their own powers of mind. We say then, by any and every wise method, keep their minds awake, teach them to be self-reliant, and to reach after a perfect understanding of their lessons. But see that they do not fail to reach this; bring it down to their comprehension so far as may be necessary; and never leave it till they do understand. Better spend a week or a month even on a lesson, rather than pass over it in that superficial slip-shod manner which is too often witnessed. Let the motto be, "Not how much, but how well!" The teacher's duty is not done until the lesson is not only recited, but comprehended, understood by by the scholar. Our best schools,—schools where there has been the most improvement, the most order and interest among the scholars, are those in which the instruction has been most elementary. And those are the best teachers who, with love for their work and earnestness in it, adapt themselves to this method. We have had some such teachers the past year.

School Committee.—R. Crawford, J. M. Eaton, T. Packard.

GILL.

No candidate should ever apply for a school who does not love the vocation of the instructor. The eminent men in all professions are those who have a natural inclination and love for their work; and never those who pursue some particular work in life as a sinecure,—a fancied easier way of procuring a livelihood. The clergyman who enters the sacred desk with other motive than a love for the saving of the souls of his fellow-men, has evidently mistaken his calling; and although his discourses may be polished and rhetorically correct, the real good he effects will be invisible. The physician who makes what Pope calls "the proper study of mankind," physically, his constant study, and loves it better than any other pursuit, is the one to be trusted with the care of the sick, and the one whose ride will become extended far and near. The lawyer who is such by a natural love for jurisprudence and inclination to the profession, is the one who will never have to wait for clients, and the one whose counsel will be sought and followed. So with the school teacher. After an experience of some score of years in the examination of instructors and their several schools, the truth of the foregoing remarks is most forcibly impressed upon our minds: and the first question asked by our

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employing agents of candidates for instructing should be, "Do you love to keep school?"

In a former report, your committee touched upon the subject of fires in our school-rooms. We would again call the attention of prudential committees to the same matter. In some of our school-houses on some of the coldest days of the season, we have noticed windows and doors open on account of the unbearable and suffocating heat within. It does seem that a little more care on the part of the school-teacher might serve to regulate the fires, and keep a more equitable temperature in the rooms. The fire is suffered to get low and the children begin to feel cold. Some one complains; and the teacher orders some boy to replenish the fire. He crams the huge stove full of wood, and in a short time it becomes too hot by far. Then the windows are raised and the perspiring ones, nearest thereto, feel the icy air of out-doors pouring in upon them with chilling effect. Soon seats in the school-room become vacant. This scholar has a bad cold, that a fever,—they are sick. The want of proper care in this matter of fires is also one which we would commend to the citizens of each district, for their consideration; as fuel, which has latterly become an important item of expense, may be saved; and the health of our scholars which is of far greater consequence, may better be preserved.

School Committee.—JOSIAH D. CANNING, LEONARD BARTON, J. S. PURPLE.

LEYDEN.

The employment of good teachers to teach several successive terms in one district, we deem of very great importance. As is the practice at present, one seldom teaches more than three or four months, and then a new one takes his or her place; thus it is one continual change. Now as long as this is the practice, we can expect to make but slow progress, for the first three or four weeks of every term is thrown away; that is, it takes one-fourth of each term to become acquainted; the scholars with the teacher, his method of teaching, his rules and regulations; the teacher with the scholars,—their various dispositions and capacities for learning; also his most proper and advantageous manner of conducting the school. Then we say, when success has attended the efforts of a teacher in a certain school, before that term expires secure the services of that teacher for the following term, and rid our schools of this great evil.

School Committee.—C. W. SEVERANCE, J. BUDDINGTON, Jr.

MONTAGUE.

Science, art, machinery, literature have made some marvellous and magnificent strides within the last twenty years. Everything that has maintained a prominence and influence has kept pace with steam and lightning.

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Can we say this of our Common Schools? Or have they only progressed with the ancient gait of the lumbering stage-coach of an almost forgotten age? If, as we fear, they are little if any better than twenty years ago, how soon must they cease to be a leading motive-power of society?

Now we believe the fundamental fault with our schools to be that the system has not changed with the times,—that we have not, as inhabitants of the town, subjected the system to modern plans, that we have not uprooted "barren fig trees," that we adhere to old customs too tenaciously, and are too ignorant or jealous of our new forms and discoveries. If the system is old-fogyish, erroneous, unfruitful, citizens of the town are culpable.

Parents have tolerated a delinquency on the part of their children that has disfigured the registers with countless disgraceful tardy and absent marks; they have condemned teachers with the hearing of one side of the case only; they have persisted in their old sin of neglect about as usual. Farmers who will climb the most precipitous hill, leap the most perilous chasms, of an oppressive summer day, to see their cattle "off to pasture," to know how they are putting on muscle and filling with fat and fitting for market, send their boys and girls to schools where bones lose their symmetry, and muscles are distorted by improper seats and neglected position, and their brains turned topsy-turvy by misdirected efforts;—seldom practically inquire what kind of a market they are fitting for, nor what price they will bring.

The committee has approbated some teachers dolefully incompetent, with an old delusive apology (sometimes) that such a teacher can teach any scholar that will go to that school; as though a blank and empty candidate did not show by his ignorance that either he lacked natural intellectual capacity, or that he had directed his attention and interest to other matters besides education, and to other places than the school-room.

In some of the cases the committee may, with more truth than poetry, confess to cowardice in approbating such teachers. Though it is unquestionably a fact that no other petty office in the gift of a town, when faithfully fulfilled, will reward a man with so many enemies, yet personal interest should be subordinate to the interest of the school, and the delicate sensibilities of an unqualified candidate who has the presumption to appear for examination, should not alone be rewarded with a certificate. The tender hearts of the candidate's loving parents should hardly determine his acceptance or rejection.

One very prominent error in our school system, for which citizens, parents, and committees are responsible, is that we pay our teachers too sparingly. We may pay enough for such as the market affords at the prices, but by establishing a price commensurate with the work and

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responsibilities, a different class would come into the market. Let a person spend hundreds and thousands of money and years of time to fit for a teacher, and we offer him little if any more wages than we pay a verdant "Son of Erin," rank with the scent of old Ireland, a grovelling graduate from the peat-bogs of the Emerald Isle. A man or woman of natural capacity and sufficiently educated to teach school, of ripe experience and mature years, can command double the pay in any other business; hence, though he or she has an aptitude and taste for the profession, they abandon it for lack of compensation. Why, a mechanic who spends a year or two at a trade, and under pay all that time, commands double the wages he did twenty years ago. Are we ready to permit the wages of the school teacher to rate so low that only puerile boys and immature girls will stoop to the work?

Chairman.—SEYMOUR ROCKWELL.

NEW SALEM.

We believe in courtesy of manners being encouraged in children. It may be unpopular with some, but we confess that we strongly sympathize with former customs. There was a quiet dignity and graceful courtesy which marked the habits of the old men and women of whom there has come to us and still remain a few relics at this day. Those manners were early taught. It is a beautiful sight to behold a child who understands his position, who speaks and acts respectfully towards his superiors. Every one likes pleasant words and a gentle demeanor. Let the child learn at home, from example as well as precept, and the teacher co-operating, the influence will be salutary. Sometimes, however, it will do to spice an argument to make it tell. It is said, "that a schoolmaster should be modelled after the old centurion, whose words had such persuasive power: 'to one he says, go, and he goeth; and to another, come, and he cometh; and to a third, do this, and he doeth it.'"

There must be earnest and persevering study to obtain a respectable amount of knowledge, and it is a work which always pays. The books of science cannot be so simplified as to preclude toil. The young can and should be aided to help themselves, and do what they can towards making their own way onward and upward. These simplifications of science remind us of the Scotch laird, who earnestly recommended his tenant to try some new compost for his land. "Why, Donald, ye can carry enough for an acre in your breeches pocket." "Very like, very like, my friend," replied the shrewd Scot, "but then, ye could carry the crop in your waistcoat pocket."

School Committee.—D. EASTMAN, B. W. FAY, J. A. SHAW.

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NORTHFIELD.

To make such a system effective, and as a most necessary adjunct and aid, the surroundings and appliances of the school-house and the school-room, we conceive, should be in consistency with the general idea. Everything about the school-house,—even the very approach to it should be made pleasant and inviting, and nothing that is unsightly or offensive to a true sense of propriety, should be allowed. Everything ought to be an incentive to the formation of good taste and good manners, and nothing of tattered and battered character inside or about the house be allowed to remain as a perpetual temptation to acts of vandalism. Mr. Beecher says, "before you can make of the heathen African a Christian, you must get him out of the dirt and put a shirt on him;" so before you can imbue a boy with the spirit of a true man and a student, you must give him a place fit for the occupancy of a student and a man.

The want of proper ventilation is a very serious source of evil, and we cannot doubt that much of the difficulty and dullness in the schools have their origin in the restlessness, inability and physical prostration of both teachers and scholars from this cause. How is it possible for either teachers or scholars to apply themselves to their duties with any earnestness or enthusiasm, when the lungs labor for a suitable supply of oxygen and every nerve is unstrung in consequence of breathing a vitiated atmosphere?

Let us then cease to practise a false economy in this matter, but with a generous effort put our school edifices in such condition that we may be proud to exhibit them as pleasant, attractive and healthful apartments, that we may invite our friends and all interested in the education of the young, to witness the workings of the school, without being ashamed of its interior appearance or that of its exterior, knowing that it is neat and tasteful, and in order; that we have a chair to offer that is safe to sit in, and a plenty of them; that our blackboard accommodations are ample, and all needful conveniences and comforts are in full supply.

Your superintending committee, under the system at present adhered to in this town in the management of schools, have nothing whatever to do with the selection of teachers, and cannot therefore be held responsible for the well-being of the schools in that particular.

It is true, every teacher is required to be brought before the committee for examination in the Common School branches, and before commencing her school to obtain a certificate of qualification, which certificate is ordinarily given if the candidate evinces a respectable degree of attainment in said branches of education. All this seems simple enough, and perhaps well enough from a superficial point of view; but do we fully appreciate the many difficult and delicate points that may, and very frequently do arise in approbating a teacher under the circumstances? To

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illustrate with an example: The prudential committee engages his teacher, and comes with her for examination,—it may be Saturday afternoon preceding the Monday appointed for opening the school,—perhaps not until Monday morning; the scholars are all in readiness, the parents expecting the prompt commencement of the term. The "prudential," after many disappointments, has at last succeeded in obtaining a candidate, and is naturally anxious for her success; the candidate herself, hurried, nervously excited, and dreading, as is almost always the case, the severity of the committee in his examination, is by no means in that calm state of mind which is desirable. It will be at once seen that the examining committee is not placed in the best position to enable him to reach a clear and discriminating judgment of the teacher, who is very likely to be an entire stranger, and of whose qualifications little is or can be known save the fact that she shows a fair acquaintance with text-books and certain general principles, after perhaps making charitable allowance for the natural embarrassments of the occasion.

To withhold a certificate under such circumstances, would result in great pain and mortification to the individual, disappointment in the district, and would place the prudential committee in a position doubly embarrassing. A regard for such a state of things, and others not dissimilar, must often influence committees to give a certificate, unless the applicant is too palpably unfitted for the school to admit of question.

Again, the experience of all committees who have served a few years, has frequently made it apparent that the same success does not follow a teacher in different districts in the same town. The prominent features in her methods and manner which lead to success in one school, may prove a source of partial failure in another. Years of practice only enable a teacher to acquire that peculiar power of adaptativeness which secures for her success with all classes of pupils, and under every variety of impinging circumstances and outside influences.

Two schools laboring through a term, threatened perhaps with failure, certainly far removed from a satisfactory condition, might, perhaps, have assumed an entirely different character, and have both succeeded to the satisfaction of parents, pupils and committees, had the teachers simply changed places. It is often that teachers present themselves for examination, who would succeed much better in some other school than the one for which they are engaged; but your committee have no power to transfer them. If the duty of selecting and contracting with teachers was left (as your chairman contends for many reasons it ought to be) with the general committee, all applicants might be examined in the first place, and each one approved, assigned the school that in the judgment of the committee she is best qualified to teach.

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The change in prudential committees which takes place every year, is almost sure to bring about a corresponding change in teachers. It matters not whether the individual is a good teacher or the reverse of good, when the year rolls around the place that knew her knows her no more. The scholars, who have fairly worked into her system of government and instruction, and have obtained a start with excellent promise of good results, must begin again as it were, and spend half the term in learning how the new teacher wants them to learn, and then, when again fully under way, repeat and re-repeat the process.

This change of teachers, my friends, is an enormous evil. It is universally admitted by all who have practically observed the working of schools, from our most distinguished and practised educators to committee men of a few years' experience, as a prolific source of the most serious defects now hindering the usefulness of our schools. "It introduces confusion, waste, weakness, discouragement, and often retrogression, in the place of system, economy, efficiency, and progress."

Superintendent.—JOSEPH B. CALLENDAR.

ORANGE.

A few graduates from our Normal Schools have been employed during the year, who have invariably, by their promptness and clear understanding of their duties, exhibited a superiority to those teachers not so trained, which shows conclusively that we cannot afford to dispense with their services in the future, if we would keep our schools progressing. It is true that their methods are novel, and as such not always appreciated either by parents or pupils; but the marked interest they arouse, and the consequent rapid improvement of their scholars, is the theme of warm praise on the part of nearly every one who took the trouble to visit their schools. We hope that our prudential committees will employ this class of teachers in the future, much more than they have in the past.

We have recommended to teachers not to confine themselves too closely to text-books, but to press other matters, indeed, all familiar subjects, into the service of teaching, to illustrate ideas in education by the commonest and most familiar objects in nature. A celebrated writer once said, "Men are books, read them." We endorse the sentiment fully and clearly, but at the same time care should be taken that the illustrations are pertinent to the subject which is sought to be enforced, so that the scholar can see the point of the comparison, and he will remember it as long as he lives.

The Teachers' Institute held here last autumn, was well attended and we think productive of good. An interest in school matters was aroused, which shows itself in many ways. We hope that other similar meetings

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will be held either here or in the vicinity, before we are permitted to forget their design.

School Committee.—S. S. Dexter, R. D. Chase, William Hooper.

SHUTESBURY.

To parents we would say, let no interest be held in higher estimation than the education of your children, who are soon to take your places in the active scenes of life,—to hold places of trust and responsibility, to exert an influence in the community for weal or woe. The general diffusion of knowledge is indispensable to the permanence of our free institutions, wise and just laws, and a republican form of government; hence it is your duty to encourage and sustain the Public Schools which have done so much to elevate the character of the people of New England. Whatever else you neglect, do not neglect to give your children a good education; the law as well as your duty requires that you should do it. Send them regularly and punctually to school; see that they are well supplied with books; teach them to be obedient and respectful to their instructors; take an interest in their studies; visit the school occasionally and encourage the heart of the teacher. Be assured you will never have cause to regret having done what you could for the moral and intellectual improvement of your children; they will honor you in life and bless your memory when you are gone "to that undiscovered country from whose bourn no traveller returns."

School Committee.—Samuel H. Stowell, Henry O. Bragg, Wm. K. Vaill.

SUNDERLAND.

We would that parents might appreciate in some degree the many trials and discouragements which beset faithful teachers in their employment, the trials of patience from the want of interest and industry which are too often seen in pupils; from rude and ungovernable natures, impatient under proper restraint; and from seeing their own persevering efforts for the good of their pupils met by no corresponding effort on their part; and added to these, the teacher sometimes looks in vain for sympathy and assistance from the parents of the children for whose good he is laboring. This ought not to be. We therefore entreat parents to encourage their teachers. Give them every possible aid and co-operation. If your children make complaint, remember how liable the account is to be prejudiced and one-sided.

The committee think that our schools may be very greatly improved by the better opportunity of more perfect grading according to scholarship, and also by fixing a more definite course of study for each grade, thereby

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saving time to the teachers, by avoiding the unnecessary formation of classes of equal advancement in the different grades of school. We deem it quite important that each grade should have its special work assigned to it, and teach no branch which is pursued in a different grade.

School Committee.—WALLACE R. WARNER, GEORGE L. COOLEY, ELIHU SMITH.

WENDELL.

As a town you have decided to retain the present number of districts, and should without a murmur accept the result, even to the loss of your portion of the State school fund. We regard this loss as the legitimate effect of retaining nine small districts; for we are firm in the conviction that you will never sustain six months' school in each, during the year; yet we believe the requirement of six months of school for all, is wise,—not too much. Every child has a just claim upon the town for the privilege of attending school six months each year, and it is the duty of parents and guardians to see that this claim is allowed. Nor would we attribute the failure of this town to come up to the statute requirements relating to schools, to the district system. Rather would we say, that with only a sufficient number of districts and a suitable interest among the parents, in a town like this, where the scattered population forbids graded schools, the district system may be the most effective mode of sustaining schools. But what is the practical working of the system in this town? For the three past years, the districts have had their annual meetings, chosen their prudential committees to contract with the teachers, some one bid off the board, and there, duty, interest and the work of all concerned in relation to the school, seems to end. Not a district tax has been levied,—not a dollar voted for apparatus, or any improvement. Scholars furnish their broom, water-pail and dipper, or do without.

A majority of school-houses in the town are unfit to be occupied for a winter school. Five of the nine ought not to be used again for schools. They are unpainted, dingy, with broken door and windows,—poorly affording protection against wind and rain,—hard, mutilated benches; the other four need thorough remodelling. We doubt whether there is a school-house in town that would sell at auction, for over sixty dollars. A majority of the districts are to-day liable to an indictment for not providing a suitable school-room. In such dilapidated hovels, with scarce an apology of a blackboard, and with nine or ten scholars, can we have respectable schools? Will a good teacher go into such a place, especially for the second term? Or is it any wonder that scholars have little interest in their schools?

The remedy for present deficiency is in your hands. When as a town you are ready to act efficiently and wisely, you can have better schools—

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up to the statute in length. But no district can afford to build, or provide a convenient school-house, with modern improvements, furnished with desirable apparatus, for half a dozen scholars; it is not necessary and ought not to be. Make your schools fewer, larger, better, with houses neat and convenient, and we have little doubt that a few years' experience will convince you of the wisdom and economy of the change and expenditure.

School Committee.—WILLARD BRIGHAM, ANDREW BAKER, ORIN ANDREWS.

WHATELY.

If the question should be asked, "Why not empower the general committee to hire our teachers, if they, from their knowledge of the condition and requirements of our schools can best obtain teachers suited to their wants?" the answer to this will be, Why, that practically does away with the district system, and that will not answer. Why not? If the district system was abolished, would not the result be that the length of the school terms would be more nearly equalized? Would there not be more economy in furnishing our school-houses with wood and other things necessary for the schools? Would not the school-houses, by becoming the property of the town, be kept in a more uniform condition of repair? Would not the town then be able to dispense with one set of committee men, and would not then the money of the town be expended under the supervision of its own elected committee? Would it not invest that committee with an importance that is not now felt, and lead to the selection of the best men for the place? We think that no thoughtful man can answer these several interrogatories—except affirmatively. If four districts would select their best man for the office of school committee, and keep him in that place year after year, it would remove many of the objections to the district system; but we know that it is considered as a burden laid upon us, to which we must submit periodically, as is the office of highway surveyor, which often, but for the fine of non-acceptance and discharge of its duties, would be so frequently vacant. The principle is to take turns, regardless too often of fitness for the station. And the office frequently honors the man, instead of the man honoring the office. We are aware that these views may be unpopular in this town, but wherever they have been adopted in our towns there is no disposition to go back to the old system. Innovations on old and well-tried customs do not always result in improvements. And a view of leading the voters of this town to take this matter into consideration, has been our motive in bringing this subject before you in this manner. In the meantime, if the hiring of teachers is to be left as usual to the prudential committees, we would respectfully suggest to them a few maxims to govern them in the selection of teachers. Do not hire a person who is expecting an easy time. Do not hire one who

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is not willing to give her best energies to the work. Do not hire one who does not love children and the profession she has chosen, and who does not realize that "few situations in life require so much energy, so much discretion, so much tenderness, so much self-control and love as that of a teacher of small children. To guide and govern them well calls for wisdom to discern, versatility to modify, firmness to persevere, judgment to decide, such as no uneducated mind can supply, in the incessant care, the watchful diligence and the unwearied patience necessary in managing young children." If such an one can be found, with the requisite health to endure the fatigue, and the educational ability—secure such an one regardless of the cost, and she will be cheap.

School Committee.—James M. Crafts, Samuel C. Wood, Chester K. Waite.

BERKSHIRE COUNTY.

ADAMS.

During the year numerous changes have taken place in the list of teachers, but we trust these have not in many instances resulted in detriment to the schools. It has been the aim of the committee to secure a high discipline and scholarship by employing the best teachers. The committee are fully persuaded that the schools cannot lose the services of our best teachers without serious detriment, and their aim has been to retain such at all hazards. The employment of teachers who have been educated at the Normal School has amply vindicated the superiority of the methods of instruction there taught, and it will be their policy in the future to fill the vacancies which may occur with such teachers.

It is a fallacy which many have thoughtlessly adopted, that it requires little mental discipline to enable one to teach a Primary School, that a certain tact in the management of children and the facility to amuse them is about all that is needed. These indeed are indispensable qualities in the teacher, for they furnish the first conditions of success in the training of the young, but there is something more than this needed. It calls for the most thorough knowledge of the fundamental principles of all the branches to be taught, and aptness and facility in communicating it. Hence the standard of qualifications should be little if any lower than in the High School. We want a corps of teachers in whose lowest ranks there shall not be one unworthy to teach in the highest. We want all the methods of the Normal School in the Primary School. And in order to do this we

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must have trained teachers. To secure these a Normal course of studies has been adopted in many of the High Schools in the Commonwealth. In this course the elementary studies are taught with special reference to teaching. If this plan could be adopted in our own school, many of the pupils might be fitted here at home for teachers, and at far less expense. The difficulty in procuring teachers who have been educated in the Normal Schools makes this an object worthy our earnest consideration. In the mean time the committee will find it their duty to raise the standard of qualifications as much as possible, and it will be their aim to fill all vacancies which may occur with the best from among the candidates, yet other things being equal, giving the preference to those who have been trained in our own schools.

School Committee.—F. O. Sayles, L. M. Burrington, Jarvis Rockwell.

ALFORD.

It has occurred to us that it may be worth the inquiry of those interested, whether the number of schools may not be reduced—whether the schools No. 3 and No. 4 may not to the advantage of all persons interested be merged into one school. We know the objection may be raised to such a measure, that the distance from the school for some children would be unreasonably increased. True, the distance for some children would be increased, but would not the advantages growing out of such an arrangement more than counterbalance the disadvantages,—would not having twice the amount of school with no more, and indeed less expense—would not the saving of the teacher's wages, board, fuel, &c., necessary for one school, operate as more than an offset for many or all the inconveniences apprehended? It seems to us that the advantages growing out of such an arrangement would much more than counterbalance the disadvantages. It has been shown at the commencement of this report that the whole number of children attending school during the year is but sixty-six—average attendance forty-four,—no more than enough children for one good sized school. Now we submit in all candor, is it good policy, is it wise, to employ four teachers to keep up four schools with all the attendant expenses, when one good and competent teacher could better perform the duties of all? Our opinion can be inferred from what we have written. We are fully confirmed in the belief that if all our schools could be merged into one good and efficient school, the whole community would be largely the gainer by such an arrangement. But if such a proposition cannot be entertained, and we suppose at present it cannot, let us strive to do the next best thing, to wit: reduce our number of schools one-third or one-half, and not

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employ four teachers to instruct an average number of eleven children each, at at expense of at least twice what it should be.

School Committee.—Henry Ticknor, Lester T. Osborne.

BECKET.

The law provides that "in every town there shall be kept for at least six months in each year, at the expense of said town, by a teacher or teachers of competent ability and good morals, a sufficient number of schools for the instruction of all the children who may legally attend Public School therein." Understanding that this statute insures a six months' school yearly to each district in a town which maintains the district system, and that without complying with the same, the town would lose the State appropriation, your committee felt constrained to re-open some schools which closed prematurely, although it was for a short period, and to the temporary disadvantage of said districts. Beyond a doubt, the schools having closed in those districts, the funds thus necessarily expended would have proved more beneficial another year; but the law left no other course to be pursued. By this experience may we learn wisdom for the future. This patchwork must prove unprofitable, and we trust it will not again occur. Let prudential committees see to it that a good supply of wood is seasonably provided, and that all other necessaries for the convenience of the schools are at hand, and let them or the teachers duly inform the school committee when the schools in their respective districts are to close, and something will be done to remedy this evil, and the committee be greatly aided in their work.

School Committee.—J. Hartwell, C. O. Perkins, A. W. Cross.

CLARKSBURG.

The committee would recommend that parents oftener visit the schools, speak encouraging words to the teacher, and let the children know that some interest is taken in their progress, and not, when you have voted your money, elected your committee, think your task is done, and that your children will have a good education even if they do not see the inside of a school-room, or at most see it but one or two days in a week.

Such persons, we find, are more apt than others to blame a teacher for not making an accomplished scholar of one he scarcely knows by sight, it is so seldom he attends school. The committee likewise come in for their share of blame for not hiring a teacher who can teach a child he seldom sees in the school-room. But we have many honorable exceptions to these cases,—persons who try to lighten the burden both of the teacher

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and committee. Irregularity of attendance is felt in most of the schools, and is a very great hindrance to the success of the scholar. It is to be regretted that parents cannot be made to see the serious and irreparable injury to their children, of keeping them from school for the most trivial causes.

It is impossible for scholars to make any advancement in their studies when they are permitted to absent themselves from school just when they please. Parents whose boys are absent from school two or three days in a week, and when present are late nearly every day, sometimes inquire why their boys do not make more improvement. They will find an answer to their query by referring to the register of the school, whose blackened and disfigured pages testify to the impossibility of any proficiency where there is such a want of punctuality. But parents, your children are learning; they are perhaps making greater progress than you are aware of in the arts, sciences, and manners usually taught in the street school. Their rowdyish deportment, low vulgarity and profanity, show they are apt scholars in this school.

School Committee.—ELI T. CLARK, RICHARD SHATTUCK.

EGREMONT.

But no school can truly succeed without the co-operation of the inhabitants of the district. With the best of teachers, serious failure on their part hinders its progress; while with a teacher but moderately competent, fidelity on their part may insure a large success. There are many ways in which this needed co-operation may and should be given; such as providing suitable school-houses with convenient fixtures and pleasant surroundings; keeping their children regularly at school; jealously guarding the teacher's reputation from needless reproach; discountenancing tale-telling on the part of the scholars; visiting the school from time to time; speaking encouraging words to and of the teacher as the truth will allow; and finding as little fault as possible with his methods of government and instruction; and last, but not least, paying him well for his work.

The relation of the school teacher to the families of the district, through their children, is one of extreme delicacy. By virtue of this relation his work is beset with peculiar difficulties. That he should please all alike is not to be expected. To conduct himself so that all shall think him faithful without partiality, is perhaps impossible. Teachers, like other people, are liable to mistakes and errors, and therefore render themselves liable to much fault-finding and to many injurious remarks. The extent to which these are often indulged in, is not only cruel to themselves, but sadly detrimental to the interests of the school. If there are, as some-

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times happens, real causes of dissatisfaction and complaint, the matter, instead of being noised through the district, should be brought at once to the town committee, who may be expected, as in duty bound, to admonish, reprove, or remove the teacher, as the best good of the school requires. This is the only proper course to be pursued in all such cases.

School Committee.—T. A. Hazen, J. H. Rowley, Chas. J. Potter.

GREAT BARRINGTON.

The school at Long Pond was taught for ten months by a young lady who could hardly fail to give satisfaction in any school, and it seems needless to say that she did not fail at Long Pond. We can but contrast this school, averaging about seventy scholars, with the Housatonic school of which we have just spoken. Here are two schools employing teachers equal in qualifications and entitled to equal wages. Both districts are at equal expense in furnishing and warming one school-room, and in all respects so far as the means of communicating knowledge are concerned, they are usually about on an equality. Yet in the one but eight children are receiving instruction, while in the other seventy are in attendance. In one the teacher can devote nearly an hour of each day to each pupil, while in the other the meagre allowance per scholar is less than six minutes. In other words, the children who attend school at Long Pond have an advantage, so far as personal aid from the teacher is considered, in the proportion of about ten to one over those who attend at Housatonic. Surely this cannot be that equal and just system of Common Schools designed by the laws of Massachusetts! It must be that if the voters of Great Barrington perfectly understood the glaring inequalities of the present system they would, in the language of last year's report, "sweep away the existing rottenness."

As s whole we are of the opinion that the schools have been during the year all that could be expected considering the implements used, the system followed and the price paid. We say considering the implements used. Let one of our farmers accustomed to modern agricultural improvements undertake to raise a crop by turning over the soil with an old fashioned plough flanked with a wooden mould-board, by reaping with a sickle, and thrashing with a flail, and he will be ready to confess the relation between the implements used and the result produced. The town is using in the education of its youth the implements of fifty years ago. Many of the same school-houses, the same apparatus when there is any, and frequently the same text-books are used now that were used by our fathers. Is it not possible that some improvement may have been made in the means for cultivating the mind as well as in those for cultivating the soil?

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We said too, considering the system followed; properly the expression should have been considering the want of system. Our schools are like the Fenian Rebellion. They have a head centre in every district, but a centre head nowhere. We do not say this to reflect upon the prudential committee, nor to complain of the existing district system—albeit we have but a poor opinion of that system; but to suggest that there should be some one responsible superintendent of the schools whose duty it should be to hire and examine, to visit schools, and if necessary dismiss teachers. A duty that devolves upon either or all of a number is likely to be performed by neither. Another and more important step towards bringing about a uniform system would be made by the town's raising and appropriating money sufficient to support a High School during at least three months of each year. As a man who labors with no definite object, is likely to accomplish nothing, so a child who has no aim in studying will make little progress. Establish a High School and you will have a goal to reach which the best scholars in the several districts will direct their efforts. Among these scholars so brought together there will spring up a generous spirit of rivalry and they will unconsciously carry uniformity to and raise the standard of education in the most remote portions of the town.

For the Committee.—HERBERT C. JOYNER.

LANESBOROUGH.

The reason why a sum of money, once ample for the support of our schools for the term required, is now insufficient, will be evident on a little consideration. In former years the board of the teacher and the fuel for the schools were almost always furnished gratuitously. They were of little pecuniary value. But now all this is changed. The price of wood has risen from three dollars per cord to nine dollars. The price of board has doubled. In some districts the teacher cannot board around, and her board must be paid from the public funds.

These items are now too valuable to be given away any longer. It sometimes comes to pass that the board of the teacher is equal to her wages,—so that a sum which would provide a six months' school if board were given, will secure but three months under the present system. The wages of teachers have not advanced proportionately. They have rather been depressed by the necessity of paying both board and wages from the sum from which wages only were designed to be paid.

The necessity of six months' school, and the wish to make a given sum do double duty have been the two mill-stones between which the teachers have been ground.

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The committee would suggest to the town that this saving of board and fuel at the expense of our schools ought to be refunded. The amount of this just restitution we thus estimate.

There should be fourteen teachers in this town for three months each. Their board at three dollars per week, an average, would be worth $500. If the families of the town save this sum, let them restore it to the schools again. This arrangement will do justice to those whose families are small, having no children, and who might board the teacher with ease but do not, and to those whose families are so large they cannot.

If the town will restore to the school funds the sum of $500 annually, this difficulty will be relieved and the machinery will move with the ease of former days.

The school committee in consequence of this reduction propose to economize, not by reducing the wages of the teachers, always insufficient, but by increasing the summer term, and diminishing the winter term, and further, by conforming the rate of wages paid in winter more nearly to the wages in summer.

We regard the services of a competent lady as in no way inferior to those of a gentleman, and the worth of six hours' labor in winter as no more than the same amount in summer. We think the chief reason why the cost of winter schools has often been double that of equally good schools in summer, has been the groundless preference generally given to men as teachers. A perusal of our school reports will show that while the schools are steadily advancing in our State, ladies are rapidly displacing men in our Public Schools, and not only do they seem better fitted by nature, but they have fitted themselves by special training, while the few men who remain in our Public Schools are the best, who will be retained at any price, and the worst who are not fit for any of the many more lucrative employments open to men but closed to women.

School Committee.—Lewis P. Clover, Henry Pratt, Charles Newman.

LEE.

Last summer we instituted a series of monthly meetings for teachers and others interested in the cause of education, at which were discussed the best modes of governing and teaching, and the course of study best adapted to develop the youthful mind. These meetings were generally well attended and the discussions were well sustained and some able essays were read, and we think we already have seen the advantages in the improved condition of our schools the past winter. There is a large margin for further improvement, and we trust these teachers' meetings will be continued, and will be attended not only by teachers but also by parents. They cannot fail to stimulate thought and arouse energy.

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Teachers need to compare notes with each other as well as ministers, lawyers, physicians, and farmers. The profession of the teacher ranks, in our judgment, next to that of the clergyman, and the office needs to be magnified and its responsibility more keenly felt. We know of no better mode to stimulate teachers than by calling them together in these meetings, where they can learn from each other's experience and feel the spur of a generous rivalry.

School Committee.—ALEXANDER HYDE, ARTHUR GILMAN.

LENOX.

Nearly all our registers show a very large proportion of absences,—so large as to admit of no explanation, but either the lack of any just sense of the importance of education, or a neglect to consider the absolute necessity of constant attendance in order to make any satisfactory progress. This is a very prevalent evil, as we learn from the reports of the school committees throughout the State, and too much can hardly be said to awaken parents to a sense of the great wrong they are doing their children in depriving them of opportunities so essential to their success and welfare in life. Far better to allow the spring days to go by without casting our seed into the ground, than to let the season of youth pass without implanting the elements of knowledge and wisdom in the minds and hearts of our children; for if one spring be lost others will come, and the neglect of one may be at least partly retrieved by increased diligence in those that follow; but youth passes away and never returns, and if its proper work is not done in its time, no subsequent regrets or endeavors can make amends for the neglect. Every one who has at heart the highest good of his children ought to see that they are regularly and punctually in their places at school.

But something more than this is needed. We cannot but think the time has come for important changes in the schools themselves. Hitherto it has been customary to have during the year two sessions of about three months each, and generally with different teachers. In consequence of these frequent interruptions and changes, there has often been, instead of a continued progress, little more than a mere repetition from one term to another of what had been attempted and partly accomplished before, and many at the end of the year have advanced but little farther than at the beginning. It deserves to be considered now whether at least some of our schools cannot be continued throughout the year with only such intervals as may be desirable to enable teachers and pupils to return with new energy and success to their work. The liberal sum voted for the ensuing year at the late town meeting—$2,750—would perhaps be sufficient to sustain five continuous schools, and it is a question of great practical inter-

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est, whether on the whole more favorable results could not be secured by having this number with permanent teachers, than by the short terms and frequent changes occasioned by the present number of districts.

School Committee.—J. FIELD, S. S. JENNE, G. M. MATTOON.

MONTEREY.

One prevailing evil, perhaps irreparable from the present system of management, is the frequent change of teachers. A new teacher coming into a school, requires some weeks to become acquainted with the scholars and to organize the school, before she can teach with full effect. This waste of power and change of system, twice every year, seriously delay the progress of the scholars. And of course a teacher who expects to conduct the school for only one term, cannot feel the same interest or responsibility as if the connection were to be more lasting. The committee therefore present it as being desirable for all parties, that when a capable teacher has been secured she should be retained as long as possible.

School Committee.—M. S. BIDWELL, Jr., C. E. HEATH, A. B. GARFIELD.

SAVOY.

There is a want of interest manifested by the parents of our scholars, in not visiting our schools as often as they should, to encourage the teachers, and not only the teachers, but the scholars. In all our business transactions, if we pay out a dollar, we look well to see if we get our money's worth; but every year we raise hundreds of dollars, to be expended for the education of our children, of far greater importance to them than gold, "yea, even than fine gold." It is bequeathing to them a legacy which no speculation can effect, no bankrupt law can take from them; the slanderous tongue cannot rob them of it; they are to possess this legacy through all the various changes of life. If the legacy is of more value than gold to our children, let us all take a deeper interest in the welfare of our Common Schools; let each parent resolve in his own mind that he will visit the school at least twice during each term the coming year. Every parent ought to feel a deep interest in the welfare of the rising generation, for they will soon take our places upon the active stage of life, and wield the destinies of our common country.

Chairman.—Z. E. KEMP.

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SHEFFIELD.

To another subject we would call your attention. How shall your committee answer the following questions to the Board of Education? "Has the town made the provisions and arrangements concerning truants and absentees required by law?" "Is there a High School taught by a teacher qualified to teach the Latin and Greek languages, and kept for the benefit of the whole town?" "How many months in the year was such High School kept?" "Is such High School supported by taxation, and the salary of the principal of such High School?" The law requires the establishment of such a school, and its continuance for nine months in a year in every town containing five hundred households, and a delinquency in this matter exposes the town to the severe penalty of the law.

The influence that such a school would exert, affords the best argument in favor of its establishment. It would be a great light among you,—a model of good instruction and scholarship, throwing its illumination over all else. It would be a goal encompassed with goodly prizes and with noble attainments, to whose possession your sons and daughters would aspire! Such a school would afford educational advantages to a class of advanced youth among you. It would train them in the higher branches and educate them for business and for life. They are a class you cannot afford to spare or leave uneducated,—a class of active minds that need only to be educated to do honor to your town. They are marked out for the pillars, the chief supports of society,—the real soul of the next generation; and shall the town begrudge the pittance from its hoards that will fully qualify them for their high vocation?

The interest parents should take in the education of their children should be more shown and increased. Their support is essential to the success of every teacher,—and what a deficiency in this respect will our registers exhibit? Parents should see that the teacher is doing his duty by frequently visiting the school, and that the scholar is never absent or tardy, except by unavoidable necessity. Again, the little faults of teachers must not be noticed. Teachers are human beings, the best of them; consequently they will commit errors, faults in instruction, faults in governing, faults in social intercourse, and these being dwelt upon and magnified will breed dissatisfaction; whereas they ought not for a moment to interrupt our confidence in them, for they exert a moulding influence upon the character and life of the pupil, and often their words impress the hearts of scholars more than parental instruction.

One of the most serious impediments to the success of our schools is the manner in which the teachers are selected. The law provides that unless the town shall determine otherwise, the duty of selecting and contracting with teachers shall be discharged by the school committee. The

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town may transfer this duty to the prudential committee of the several districts, and it has been the practice of this town to do so. But there are serious objections to this course which demand attention. First, the teachers are the servants of the town and not of the district. Every dollar expended in the Public Schools is raised by the town, and not a dollar by the district. It is but just, then, that the town's committee should select and contract with teachers who must be paid by the town. As it is, the town's committee are responsible for the manner in which the money is expended; for though the prudential committee may select and contract with a candidate for a school, that candidate cannot enter the school as a teacher without the approbation of the town's committee. But, the town's committee can approve none but such candidates as are selected and presented by the prudential committee. Here is a narrow policy and a very serious one. The town's committee may know fifty competent teachers, from whom, if left to their choice, they could readily select one for a particular school; but in this town, instead of selecting from so desirable a source, they are compelled to forego this privilege, so advantageous to the schools, and accept one of only such candidates as the district agent may present. And more than this, should they discharge the painful duty of rejecting a candidate, they offend the agent, and his friends, and cause a rupture in the whole district.

There are two instances in this town, where a teacher has given entire satisfaction to your committee, and to forty-five out of fifty of the parents of the children, but because there was one dissatisfied, the prudential committee has been changed, thereby preventing the continuance of a teacher who had gained the knowledge of the disposition, character, habits and abilities of the pupils, and, of course, infinitely more calculated to improve and teach those children. But no! a new teacher must take command. We appeal to men of business,—would you be satisfied with this way of selecting your help? Would you, intelligent farmers, be willing to intrust the care and feeding of your stock to such change of keepers? Cannot a town committee, by their acquaintance, examination and watching the success of a teacher, possess a vastly superior advantage in selecting those best adapted to a particular school? And how often do we wish we had the privilege of sending a teacher to a school where their abilities and qualifications would be satisfactorily appreciated. We leave these hints to your future deliberation and action; and in conclusion would call upon our fellow citizens "to adopt enlightened views upon this subject, and take those timely steps that will secure for them a comprehensive culture, a sound practical education, which is better than gold and rubies."

School Committee.—H. D. Train, B. N. Clark, Frank Roys.

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TYRINGHAM.

We are too much given to change in our school matters. Every year brings a new agent; every term a new teacher. It is made imperative upon us to adopt the town system in three years, unless the law should be altered. If we should come to this it would be a remedy for such constant changes. As it now is, we think it would be well for the prudential committee to hire for the year, or with the understanding that the teacher would be wanted a second term if he succeeded well the first term. If a teacher succeeded well one year, the new committee would be under some obligation to employ the same one. Thus a teacher would have some ambition to establish a reputation, and it would be beneficial to a school to continue the ways and system of a good teacher through several terms. A high degree of excellence in a school cannot be expected with a new teacher every term, though they may be good ones. It takes too much of the time to learn the character and ability of the scholars, the place, and the people.

School Committee.—Geo. W. Garfield, Jerome Crittenden, Chas. E. Slater.

NORFOLK COUNTY.

COHASSET.

We cannot hope to retain the services of good teachers for the small salaries we have been accustomed to pay, nor can we secure the services of successful teachers from other towns, or hold out sufficient inducements to encourage young ladies to educate themselves properly at home. It is getting to be serious business to secure competent teachers for our schools. We have thus far been able to effect it by taking imperfectly educated and inexperienced young ladies, and permitting them to learn the art of teaching by practice on our children, without any professional education for their work. We should be unwilling to submit our children to imperfectly educated and inexperienced young surgeons or physicians to try practice upon, in order that after much false practice and sacrificing many lives they might acquire skill and experience in their professions. No more reasonable is it that we submit our children for a year or two, at the most tender and susceptible period of their lives, to crude and unwise teaching, which may give so wrong a bent to their mental action, or so disgust them

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with learning that their education will suffer a permanent and irretrievable injury. Yet such is the process by which we have been obliged to educate our teachers. When we could secure their services for a number of years we could better afford to endure this process, but if we are to have as many changes in the future as we had the past year, our schools will soon seriously suffer. Without the least disparagement to our teachers it may be asserted, that they all need a more broad and thorough education for their work, and instruction and drill in the best methods of school teaching and discipline. But the compensation which they receive presents to them no motive to make this preparation. They certainly deserve high commendation for their faithfulness and industry, and for their persistence in the face of great obstacles, and for the efficiency as teachers which they have acquired through painful experience. Probably no class of persons do so much and so hard work for so small pay, as our female teachers. It is neither just nor wise for the town to continue to give to them so small compensation. If their salaries are properly raised, we can justly require of them a higher preparation for their work; and if we fail to find suitably educated persons in the town to take charge of our schools, we can offer some inducement to competent teachers from out of town to take charge of them.

School Committee.—JOSEPH OSGOOD, EDWARD TOWER, L. N. BATES.

BELLINGHAM.

Parents should co-operate in the maintenance of good government in school. Order and discipline in school are absolutely necessary. However able or apt the teacher may be to instruct, but little improvement is possible amid scenes of misrule. He must be master of his charge, and hold them in subjection, or fail to benefit them. We advise accordingly, and mean to sustain our teachers in the use of all proper measures to secure the end. Severity, we neither counsel nor advise, until kindness and moral suasion have been tried and failed. Whether all children can be effectually so governed, and corporal punishment wholly dispensed with, is a problem yet unsolved. There are cases where no sense of propriety, or duty, or feeling of interest appears, responsive to appeal or persuasion, to secure good conduct. Kind treatment instead of melting, only encourages the fractious spirit to rebel against all restraint. Such must be subdued or removed. And but few teachers can control them without the rod. If children were uniformly well governed at home, the task would be far easier. But while the majority maintain home government, and expect it at school, others are not only lax, but averse to wholesome discipline,

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both at home and abroad. And most of the complaints of ill-treatment made, come from this class. It is not strange then that teachers should observe this, and act accordingly. Whether they sympathize with the feeling or not, they dread a collision, both with the unruly child and the ever indulgent parent. Hence the origin of many difficulties. If the teacher yields, confusion prevails and failure is certain. If he resolutely maintains order and obedience by using other than mild measures, the child enters his complaint at home, where he expects and finds sympathy. His story is believed and his conduct justified, sometimes without an effort to acertain the facts. And while he remains, he is the cause of constant annoyance. All our District Schools have been taught, during the year, by females;—a sufficient reason why parents should train and civilize their children at home, so that they will need no punishment at school. One unruly boy may prevent success entirely. Nor does the effect end there. He is forming a character and habits of life unlikely to be changed, and which give but poor promise that he will become a useful and law-abiding citizen. "Train up a child in the way he should go, and when he is old he will not depart from it," is not only a wise and timely admonition, but it it full of far-seeing sagacity.

Parents might co-operate advantageously by retaining and more thoroughly training the younger children at home. We do not advise a rigid system of discipline to task the minds of young children at home; that will come soon enough otherwise. The law, we think, requires their presence quite soon enough for their advantage in our District Schools. The number attending under five years is not large. But two or three such, in a large school, may be a serious drawback. As we have no Primary Schools, we have not excluded them, though we doubt the utility of their being present for various reasons.

They are often sent, mainly to be taken care of by the teacher, who has generally cares and vexations enough without being made nurse to several families besides. Such children are naturally restless, and require too much of the teacher's time to allow justice to those who can be benefited. And the physical constitution of the child protests against the practice. To send him to school, confine him several hours a day on a hard bench, in a hot and stifling room, teach him unmeaning signs, when he should be learning things, sporting in the open air to invigorate and train the vital organs into health and power of endurance, is a cruel mistake. It is a law of nature, that physical education should precede mental. Develop the body, partly at least, before you tax the mind, if you would have "a sound mind in a sound body."

School Committee.—Joseph T. Massey, Geo. N. Townsend.

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BRAINTREE.

Reading.—Sufficient attention has not been given to vocalization, to reading. From the very defective articulation, the words of a sentence being insufficiently separated from each other, and some of the letters which constitute a word and which should be fully sounded being omitted, it is frequently quite impossible to understand the passages read. To remedy this defect, the pupils should be carefully drilled in the powers of the letters, both separately and in their various combinations, particular attention being given to those combinations of consonants which are difficult to utter. Words should be deliberately pronounced and analyzed until their elements become so familiar that the scholars can instantly give them. Ten minutes a day used in drilling a whole school in the manner indicated, would soon produce valuable results in the improved character of the reading. No excuse is sufficient to justify neglect in this fundamental art, so useful to all in every sphere. Yet in but a single school, the Intermediate Ironworks, have we heard an exercise of this kind during the year.

Teachers' Accomplishments.—We are free to say that we think a teacher needs other qualifications than mere scholarship. A teacher wanting in good temper, discretion, tact, taste and polite manners, is likely to meet with more or less difficulty and involve a school so as to impair its usefulness. Have all our teachers given so much attention to these matters as they should? It is an important matter that one who is in daily intercourse with, has the educating of, and who is a standing example to a large school, should possess good manners, at least not allow rough speech and ungainly habits to crop out. Refined manners will yet bring as large a premium in this country as in parts of the old world, and our children to secure them must be in care of those who are polite as well as scholarly.

Corporal Punishment.—This is a subject which has been very fully discussed in this State, especially during the past year. No well-informed, judicious educators of the present day, practise or justify the common use of this form of punishment. The habit of inflicting it for trivial offences, or for slightly imperfect recitations, especially when the scholar seldom fails, and then not through wilfulness, but from trepidation or faltering memory, certainly can have but few supporters. Neither can a rule which obliges a teacher to punish a child in this manner simply because some other child was necessarily so punished. The fashion for the teacher to enter the school-room with part of a willow-tree, rattan, or cudgel, appearing most conspicuously among his equipage, and like the soldier sentinel on post with his firelock at shoulder, and finger on the trigger all ready for a shot, so the teacher with one eye always on the cudgel ready for a blow without parley, has nearly become obsolete, and we doubt not another

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quarter of a century will consign the cudgel to a "Barnum's Museum," to be properly labelled, "By tact and talent vanquished."

According to the stories of our fathers, in their day the pedagogue who could enthrone himself in a twelve by twenty feet school-house, and rule among the little broken spirits by craven fear only, having often established brute supremacy as it is established among the cattle of the field, by a fight at the outset, and whose arm would endure to lay on the blows "thick and fast," was the teacher *beau ideal.* The traits of the wooden brigade have, however, come down to but few of our present teachers, and these will ere long it is to be hoped exhibit more tact, taste and judgment in school government, and show more culture and acquaintance with the moral and reasoning forces than skill in the use of the rod. Whether this sort of punishment be light or severe is of but little consequence, (except when the child is physically injured;) it is the kind, the form of punishment, that is objectionable. We would not have corporal punishment stricken from the list of punishments; indeed, sometimes though rarely it proves to be the only means by which an obstinate scholar can be reduced to subordination. The difference however between obstinacy and lack of memory or ill-trained memory is very great.

Cheerfulness and hope are the stars which the teacher should seek as aids and delight to magnify. These are stimulants which do not wear out the powers under their control; tonics which properly directed tend to rear a noble structure; and though they may induce harder and longer labor, yet will they less fatigue than anxious, fearful motive.

Over Hours.—A word in regard to this matter seems necessary. There has been much intelligent discussion of the subject by many of our best educators and sanitary men. All agree that six hours a day is the maximum time children should be kept in the school-room; and a large proportion contend that it would be far better for the health of the children, and as well for them mentally, were the time reduced to five hours. Would it not be impossible to find in any town a score of adults who would be willing to sit six hours a day, months together, and from ten to fifteen years, upon as hard benches as those of our school-rooms, let the inducement be ever so great? Were they to attempt it, we are quite sure the physical results would be as they are with a large proportion of school children, viz.: aching kidneys, cramped lungs and livers, crooked spines, shaky nerves and excited brains, ultimating in premature decay.

"Another cause which undoubtedly acts strongly to induce insanity is the unwise system of educating the young. For the healthy adult, fully developed and used to the kind of labor, six hours daily of concentrated mental labor is enough to try his strength, and in many cases ultimately to impair his nervous system. Yet our young children, with faculties just beginning to develop, with bodies needing almost constant exercise out of

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doors, and in the highest degree susceptible to all influences, whether good or bad, are confined for that full period in the regular hours of school, for which they are often besides compelled to spend several hours more in preparation."—*State Lunatic Reports.*

Yet there are teachers who either thoughtlessly, ignorantly or wilfully pass by all physiological light, and continue daily sessions not unfrequently to nearly seven hours.

School Committee.—N. L. White, T. H. Dearing, Noah Torrey.

CANTON.

Superficial Education.—We can hardly take up a paper now-a-days without seeing a flaming circular, setting forth the advantages of this or that "institution" offering to turn out finished students or men of business in a remarkably short space of time. We do not wish to cast any aspersion upon any of these mercantile "colleges" in particular; many of them and perhaps all of them are very well in their way, and after your children have been through a thorough course of training in the Public Schools, and desire to know something about business, then let them go to these schools. But pray distinguish between the shadow and the substance,—the true and the false. The acquiring of a good fundamental education is the work of years, and sound knowledge is not the growth of a day. Don't let your children deceive you by representing to you that if they can only get away from home, they can acquire a thorough education in a few months. Many young persons who are tired of the discipline of a well regulated school-room, for six long hours during the day, are very anxious to go away from home to some place, where, as the advertisement reads, they will be "treated as gentlemen." This inducement, which means in plain English, that they can do as they like, added to the attractions and allurements of a large city, fascinates them, and just at the time when their habits are forming, and when their associates should be selected with great care, they leave home. Transplanted from the soil where they were born, and placed under foreign influences, their reason as yet undeveloped, fails to guide them; and instead of improving their time, they are apt to squander both that, and their parents' money. Again, parents think it a marked objection to our Public Schools that their children who have been slowly wading through fractions in the District School, with now and then a complaint from the teacher, of the laziness of their children, should, when put into an Institution with a high sounding name, in less than a fortnight come home with the report, that they are studying "Algebra," "Geometry" and "Astronomy." The parents hold up their hands in amazement, and the boy and the Institute are pronounced by the household the wonders of the nineteenth century.

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Now what will be the end of this kind of education, even if parents are not humbugged, and their children escape the numerous evils incident to childhood and youth? Will they be able to bear the burden of life, and make good the places of those who have gone before? It is estimated that there are in New York City to-day, twelve thousand young men who have been educated in this way, and who are now doing work which properly belongs to the opposite sex.

If you would have your child a merchant, a manufacturer, an agriculturist or an artisan, educate him in such a manner that he can rely upon himself.

In this country, where every man has a voice in the government of the country, it is doubly important that every child should be educated in such a manner as to prepare him to distinguish between popular fallacies and sound truths. We appeal to you, parents, do not deceive yourselves in this important matter. Stupidity, incompetency and dazzling pretension, wear their fictitious plumage but a short time. Great ideas are abroad, challenging the encounter of our youth. The present is ever the rival of the future. Angels wrestle with the men of to-day, as with the Patriarch of former times. Pay strict attention to that, and to that alone, which will constitute for your children, the best training for the actual business of life.

Superintendent.—D. T. V. HUNTOON.

DORCHESTER.

Regular and punctual attendance at school is, in many households, regarded as something of but slight importance; and the domestic duties which might easily be performed out of school hours, the pleasure excursion, the earning of a trifle by some irregular work, and sometimes merely the wilful fancy of the child, are freely allowed to interfere with the time that should be spent at the school-house. The evil of this is manifold: the pupil is led to think that his education is a matter of but the smallest consequence; habits of irregularity are formed, which may never be overcome; the value of the attendance actually given is much lessened by its frequent interruptions; and great injustice is done to the more constant scholars, by the hindrance to the progress of a class caused by the irregular attendance of some of its members. This evil prevails in some schools more than in others; and the teachers, though unable to correct it entirely without the co-operation of the parents, can do much by precept and example to influence in the right direction both parents and children. Let a teacher be in his place promptly at the prescribed time, conduct his exercises with a regularity and a precision that show his own appreciation of the value of order, be slow to seek leave of absence from his duties except when absolutely needful, and the effect cannot fail to be beneficial

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to his school; while, if he be careless in his attendance, inexact in the ordering of his work, ready at finding excuses for avoiding any part of it, his scholars will be confirmed in the notion that school is to be shunned at every opportunity.

The too common practice of removing children, especially boys, from school, just at the time when they have grown old enough to make, with proper effort, good progress in their studies, unless such removal is made absolutely necessary by their health or by the pecuniary circumstances of their parents, needs special consideration. It is natural for a boy to think himself more near to manhood when engaged in some mechanical or some out-of-door work, in however humble or insignificant a capacity, than when staying quietly at his studies under his teacher's immediate control; but the parent who gratifies his son's fancy in regard to this, or lets him yield to a passing dislike to a teacher, or to a disinclination to study, may do him an injury that can never be fully made good.

It is very generally the case that parents seldom visit the school, or seek the acquaintance of their children's teacher. The committee are satisfied that, were intercourse between parent and teacher more common, much help would be got therefrom, some misunderstanding on both sides might be avoided, and the two parties might work more nearly in concert for the welfare of those under their charge; and they believe that they express the feeling of the teachers, as well as their own conviction, in urging attention to this matter. An hour's visit to her children's school will often show a mother who feels some dissatisfaction with their teacher's mode of discipline, and who forgets how her own patience is sometimes tried and her authority set at naught by the half a dozen little folk at home, that the management of half a hundred such, without parental authority, and sometimes with parental influence acting adversely to proper discipline, is by no means an easy matter. A talk of a few minutes between a father and a master may bring about an explanation of the latter's motives which may clear away doubts that troubled the former; while the parent may, on the other hand, be able to give suggestions to the teacher regarding his child's temperament or bodily condition, that may materially help in his management and instruction.

Chairman.—Henry G. Denny.

FOXBOROUGH.

Object of Instruction.—That object is preparation for the performance of the duties of manhood. If those duties referred only to the gaining of a living, we should furnish the young with the best education in our power. Nothing is more frivolous than the thought that persons destined to physical labor can dispense with literary culture. Will they not work

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to more profit with a mind strengthened by exercise and enriched by learning? They will be men as well as laborers. They will sustain highly important social relations. They will be heads of families. They will be voters, jurors, assessors, selectmen, representatives; and in these positions will need a sound judgment and an ability to think wisely for themselves. Allow me to repeat here some thoughts that I have used in another connection: "Suppose a man passes through life as a laborer; will the most varied culture hinder him? Will he be a worse mechanic because he knows that his art is based on the principles of natural philosophy? Or a worse farmer because he understands the doctrines on which a rotation of crops is founded? Or a worse manufacturer because he is familiar with the principles of machinery? Or will a knowledge of physiology and the conditions of health impair his ability to labor? The highest polish we can give to tools does not lessen their efficiency; and the utmost amount of school learning a laboring man can get is the best preparation for his apprenticeship to his special calling. Sharpening of the faculties and acquired knowledge, enable him to begin his business studies with a promise of success." If the great majority of our people must earn their bread by their daily work, they should be furnished with the means of doing that work with less effort and more profit; and we, whom they choose to watch over their educational interests, must shrink from no labor or sacrifice by which we can promote this end.

Primary Schools.—Parents avail themselves of their right to send young children to school. There is no objection to this, provided they form reasonable, and therefore moderate, expectations of their attainments. At six years of age a boy does not know how to learn from books. It is the very thing he cannot do. To some extent this is true of older scholars; and because they cannot, and fail when they try, they become disgusted with the school, and with whatever is connected with it. At six years of age a boy's main business is to grow, to pass his time harmlessly, and to get knowledge by observation. If he attends school, his teacher should educate his perceptive rather than his reflective faculties. His unnatural confinement should be made as little irksome as possible, by frequent changes of position.* His teacher should be one who loves children, and delights to lead them into pleasant paths; "to enlist pleasure on the side of intellectual performance is a point of the utmost importance." Children cannot work to advantage unless they are happy. Hence a Primary

* A writer in the "Atlantic Monthly" for March, 1867, says of the schools in Chicago: "No little child is allowed to pass more than half an hour without exercise. In higher classes the physical exercises occur about once an hour." In another connection he observes, "The peril of America is the overschooling of her children. Five hours school a day, with no lessons learned at home," is all that he would prescribe; and even within those five hours there should be a long intermission.

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School teacher should cultivate the senses of children, should teach them to see and hear accurately, to get correct notions of colors, forms, distances, proportions, weights, and measures; to become acquainted with trees, grasses, and other interesting natural objects. It is not necessary that a young child should spell Constantinople, or tell the height, in feet or inches, of the Himalayan Mountains; but it is desirable that he should know something of the world about him, and learn to venerate the goodness and wisdom displayed in its arrangements. This remark might, perhaps, be extended to the Grammar Schools, in which, with proper reading books, much really valuable information in regard to the world, and to the philosophy of common life, might be gained without the loss of a moment's time.

The Primary School especially needs visible aids to learning; maps, pictures of beasts and birds, of trees and flowers, models of buildings, arithmetical frames, and whatever else may properly excite or arrest the attention of children, so that the teacher's instruction may be confirmed by their own observation.

No school more needs intelligent and sympathetic teachers, who can make a favorable impression on the moral feelings, and give a right direction to early intellectual exercises. It requires teachers of industrious habits. A teacher cannot do justice to her pupils unless she improves herself, enlarges her sphere of thought, and adds to her stock of knowledge. It is a mistake to suppose that anybody who is one lesson ahead of the classes can teach a Primary School. It is an office that requires experience and the power of ready illustration, as well as a cordial love of little children. Of course I pass no censure upon any teachers heretofore employed in the Primary or other departments. The teachers in all our schools are as good as the general opinion calls for, or as the public is willing to pay. But if we would have the best schools, we must have the best teachers; pay them liberally, and give them permanent employment. Any one can hear a recitation, but not every one can help a child to think correctly, to observe accurately, and judge wisely for himself. In fact, the chief benefit of any teacher is secured when he assists the child to educate himself, to defy authority when it comes between him and truth, to take as little as possible for granted, and to resist his desires until they are proved to be right. Whatever favors self-reliance, based on accurate observation and exact thinking, helps to form a manly character.

Relative Value of Studies.—A few years ago the school committee of this town expressed their conviction that too much time was spent in the study of arithmetic. Our books are too extensive and too difficult. After the principles are mastered, and the scholar has learned their connection with the ordinary business of life, it is hardly worth while to "waste time on the details of that which is to form no part of the occupation of our

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practical energies." May it not be because we attempt to teach too much and teach it imperfectly, that when men go from school to business they construct their own rules, and from their experience learn accuracy and dispatch? It has long been noticed that even those who excel in the study of arithmetic in school do not make the wisest men, nor are they more capable of transacting business than other men.

I am convinced that with better books and a wise arrangement of studies we might save a part of the time now spent on arithmetic, and employ it in learning the laws of health, in improving our methods of reading, and in acquiring a better knowledge of our language.

Health is the essential condition of successful labor. Yet few know how to obtain and preserve a sound and vigorous state of the body,—how to make it an efficient instrument of the mind. And none will pretend that the study of physiology is more difficult than that of arithmetic.

It is a common remark that good readers are scarce. How few even of those who read in public can secure the attention of their hearers by a clear appreciation of the ideas, and by a distinct enunciation of the word. Good reading requires a much larger amount of time than is usually given to it in school. Children know that they cannot recite a lesson in geography or arithmetic without study; but imagine that because they can repeat the words singly they can express their meaning, and therefore take little pains in preparation. The teacher needs time for a thorough drill.

The same is true of grammar and composition. All men have occasion to express their thoughts, and in this country, perhaps, more than elsewhere, the power of correct and vigorous expression is indispensable. Nowhere else is influence so easily gained by ready utterance, and by the ability to communicate with the public by the pen. Where families are so widely scattered, and business relations are so extensive and important, every man should be able to write clearly and forcibly, so that the words chosen to express his thoughts should be the best words and placed in the right order.

Moreover, we want to create a taste for reading, a love of knowledge, so that the rich and varied literature with which the English language abounds, shall attract and fix the attention of our young men. This can be done only by enabling them to read intelligently and easily. Then they will love to read something better than newspapers and the least valuable books. The reading that will make them useful men will not be mathematical, but historical and miscellaneous,—books treating of their respective occupations or of general literature.

It may be doubted whether anything is gained in this direction by putting the grammar into the hands of young children. They cannot be expected to understand the philosophy of language, its comprehensive

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generalizations, until they know something of the language itself, and have learned to express their ideas with facility. Before this time they can gain little from the study of grammar, because its technical terms suggest no corresponding thoughts, and convey no information which the pupils can appreciate. A judicious teacher, by combining the names of familiar objects, and words expressive of action, and adding from time to time such modifying words as would naturally suggest themselves, would soon enable them to understand the mysteries of written language. Nor need "Composition" be so formidable as they usually consider it. Let them follow a natural order, and write of what they know, of things they have seen, of places they have visited, of those familiar objects that come under their daily observation.

Superintendent.—JOHN M. MERRICK.

MILTON.

But the committee do not propose to speak of the several scoools in detail. They wish to offer some considerations, which they think may be of value both to the teachers and to the citizens of the town. Good school-books are indispensable. Lessons in the book must be assigned and studied. But the best teachers are those who confine themselves least to the book in conducting their recitations, and whose own minds act most directly on the minds of their pupils. Where history is taught most effectively, there the teacher makes the least use of the text-book in conducting the recitation. It is the same in arithmetic. The successful teacher has mastered the subject; and while he requires the pupils to learn the lesson assigned, he teaches them from the fullness of his own knowledge and by the action of his mind on theirs. Then there is freedom, interest, life. The lesson becomes a reality.

In one school, for example, the members of a class have for their subject the "Pilgrim Fathers." The teacher's mind is full of it, and his enthusiasm excites them. They deal, not with words, but with facts. They understand what they are talking about. They catch the attitude of events, and enter into the character of the remarkable men and women whom they are describing. The past lives again in them. They are made partakers, at least for the moment, of the martyr-spirit which brought the Pilgrims to this country, and infused into the infant colony courage for heroic deeds, and patience to endure and wait. In another school, the same lesson from the same book is recited. But it is only the words that the pupils know. They have no interest in the subject. The facts are nothing to them. And so the whole thing is dull and dead. The study gives them no information. It contributes nothing to their intellectual or moral life. And in a few days the empty, cumbersome

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words are forgotten. There is high authority for this method of teaching. In classical schools of great eminence, and under the direction of very able and accomplished teachers, we have known whole pages of ancient history to be repeated, word for word, in this way. But it would not be easy to find among the pupils subjected to this dismal process one who has learned from it anything about history, except that it is the dreariest of all studies.

What has been said of history applies with equal force to other studies. One teacher is confined to his book, and, in his dull routine, makes his pupils learn words, which lie undigested, cold and heavy on their torpid minds. Another catches the meaning and the spirit of the lesson, makes it a part of his own thought, infuses his enthusiasm into his pupils; and thus the lesson quickens their minds, enters into them as a vital force, and like wholesome food, is assimilated, and becomes a part of themselves.

We endeavor in our schools to follow the method of God's teaching; dwelling first amid the simple, elementary facts which are on a level with the child's mind and which may lead him, step by step, to wider generalizations. The course of study in our Primary Schools is not satisfactory, because it does not follow the order of nature. Children learn to use their senses first. An intelligent child is much quicker in his perceptions than a grown person. He learns more original facts, from his five senses, during his first five years, than during the sixty-five that may succeed them. This ought to be to us an indication of the divine method appointed for their early education. They are to be taught to use the senses. They should learn to observe carefully, and thus gain correct habits of observation. If, during the mild season of the year, the children belonging to our Primary Schools could spend a part of every pleasant day out of doors, learning what they might, with an intelligent teacher, about the grass, the trees, the birds and insects, their time might be much more profitably spent than it now is, and they would learn their in-door lessons more rapidly.

We appreciate the value of our Common Schools and the elementary studies which are there attended to. But the more advanced studies which are pursued in the High School are not, perhaps, so generally valued as they ought to be. "Of what use," it is asked, "is Latin or algebra, or chemistry, or astronomy, to my son or daughter, who will be obliged to work for a living?" Even these studies may be of direct, material advantage to any one. In farming, in almost every branch of mechanics, in cooking and other household labors, in commerce, whether on a large or a small scale, and in all the various pursuits which offer themselves to an enterprising young man or woman, there is not one of these studies which may not be of direct and valuable use. A knowledge of these subjects may

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determine whether a person who begins life in a subordinate capacity shall always remain there, or rise into a more responsible and more profitable position.

Besides this matter of direct utility, there is no situation in which a good education is not a decided advantage. A cultivated mind carries its own influence with it wherever it goes. The habit of reasoning, which is acquired by familiarity with the more advanced studies; the habit of looking at things from a scientific point of view, which is acquired by mathematical and scientific studies; the habit of expressing one's thoughts clearly and with some degree of literary refinement,—make themselves felt everywhere among cultivated people, and are a patent of respectability. They secure attention and respect, and hold their place of influence and honor by a truer title, and one more universally and willingly recognized, than that which rests entirely on the meaner distinction of wealth.

And what a different thing is life to one who enters on its duties with a mind quickened, enlarged and enlightened by study, and one who has no interest in the higher branches of thought! To one, the universe is little more than a field of bodily labor and animal endurance or enjoyment. To the other, it is also the sphere of intellectual activity, and of the richer satisfactions which come from exercising the mind on higher themes. Money is a questionable gift. It may only enfeeble or corrupt those who inherit it. But a good education, to those who receive it, enters into the very substance of their minds, makes them of a finer quality, multiplies their resources of usefulness and enjoyment, diminishes the temptation to low and vicious indulgences, opens before them loftier views of life and its duties, inspires them with better affections, and draws them on by purer and higher aims. Many a young man, richly endowed by nature, and formed to lead a life of conspicuous usefulness and honor, has been discouraged by the narrowness of his early education; and being, therefore, confined to pursuits for which he had neither taste nor fitness, has taken to evil ways, and either died prematurely, or lived on disappointed and unhappy, a disgrace to the community, a burden to himself, a source of shame and sorrow to his friends. With a suitable education, he might have done so much good, and filled so large a sphere of usefulness and honor! It becomes every community, and all its members, to guard against these dreadful tragedies, by bringing, as far as possible, within the reach of all young persons as good an education as they are capable of receiving.

For the Committee.—JOHN H. MORISON.

NEEDHAM.

We are too apt to forget the great object for which we are spending so much time and means in sustaining our Public Schools. It is not, in our

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opinion, wholly or chiefly to make grammarians or mathematicians of our children, but to make what is infinitely greater and better,—men and women. We claim to be behind no one in our appreciation, and we have almost said veneration, of our Public School system. We know that many and rich treasures have come to us as its legitimate fruit, but we believe that we have received but a bare moiety of what we might and ought to have received, if we had realized the vastness of its capabilities, and been as wise in our investments and as exacting in our returns as in our business transactions. If the whole object of life is to amass dollars and cents, and if a man's worth is commensurate with his pecuniary accumulations, then, perhaps, we can pursue no better course than our present one; but if there are other objects in life of equal, not to say greater importance, we think it possible for us to reap much greater advantages from our Public Schools than at present. If the sum total of human happiness is the great desideratum, would it not be well for us to stop and inquire if we have not done many things that we ought not to have done, and left undone many things which we ought to have done?

In point of manners we are sadly deficient, and fall far short of the less favored people of Europe. We meet and pass our acquaintances daily with little of that polite and cordial recognition which characterizes many of those foreigners who are among us, and at whose ignorance we are wont to smile. When a Frenchman meets an acquaintance, or even a stranger, he bids him good morning with an apparent heartiness, and touches or takes off his hat. We remember, in our school days, that this was one of the requirements of the teacher, and we most heartily wish that this practice, in a modified form, might be revived. How much pleasanter it would be to meet the children of our friends and neighbors who are members of our Public Schools, and receive from them a pleasant "Good morning," or a polite and graceful touch of the hat, than to have them jump upon the hinder part of our vehicle, to the imminent danger of its occupant, and to hear, perhaps, vociferated from the stentorian lungs of those who are left behind, the well remembered but vulgar "Cut, cut behind!" We ought, most certainly, to commence with our children at home, and teach them the alphabet of politeness and refinement; but much can be done in our Public Schools to aid those who are thus taught at home, and to implant in those who are not, the true principles of a graceful, manly and Christian courtesy, which shall be exemplified in all our relations in life.

We compel our children to spend a large part of their young life in the vain endeavor to comprehand the paradoxes of the grammars; in trying to remember the names of places of equal importance with the solution of the much mooted question, "Who struck Billy Patterson?" in learning to repeat the name and length of rivers they will never see; the breadth

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and depth of oceans on whose bosom they will never sail; and the height of mountains they will never clamber up; and yet we almost entirely ignore the importance of teaching them the simple art of singing, which may and should be a joy in their childhood and a pleasure and a consolation in every vicissitude and through every period of their lives. I am not dissuading from the study of geography, but pointing out our inconsistency in spending so much time in that study, to the almost entire neglect of one which enters so closely into our daily life, and has so important an influence in refining, ennobling, and moulding the character of our children. Music is not, as some suppose, a mere luxury, but a necessity. Its germ is implanted in every human soul, and it is as much a necessity to give outward expression to it as it is to laugh when we are pleased or to weep when we are in sorrow. Everything about is vocal with music. The birds sing their matins and their vespers by our windows, as if conscious of an answering chord in the human soul. The brooks go whispering their sweet cadences to the sea, and the gentle zephyrs chant their low, sad melodies for us at eventide, through trees of evergreen, as if to woo us by their enchantment to put ourselves in harmony with the musical universe. Let our children be taught to sing. Let them sing glad songs when their souls are happy.

Singing is the highest style of prayer. Let them sing, then, as they grow in years, and feel, as they will, "life's cares and sorrows press heavily;" for though it may not remove the burden, it will strengthen the soul to stand up under it.

Then let them sing as they clamber up the "rugged hill of life;" let them sing as they go down on the "other side;" and that they may become members of that happy band of singers "beyond the river," is the wish and prayer of your committee.

For the Committee.—L. Allen Kingsbury.

QUINCY.

Primary Schools.—A growing attention has of late been given to the Primary Schools of the town, and we have earnestly endeavored to give "this movement in the right direction" our hearty and united co-operation. It is in this department that the impressible minds of infancy receive their first impressions and form their incipient habits of thought. Here the plastic mind of the infant is moulded into forms of moral and mental excellence: It is of peculiar importance that correct impressions be given, and unexceptionable examples set. We have endeavored to place in charge of our Primary Schools (and we think we have succeeded,) teachers of sound judgment, established character and qualifications, and genial natures; blending at once firmness with gentleness, and kindness

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with decision, in order to render our school-rooms as pleasant and attractive as is compatible with earnest labor and steady, healthful toil.

We are fully satisfied ourselves that the old maxim, "Any teacher will do for a Primary School," deserves to be classed among the fallacies of former days.

We believe no Primary School is well supplied which has a second-rate teacher in charge.

A young child gains most of his early education from observation. He studies with his eyes and ears. Very few of the objects around him escape his notice. Hence it is of the first importance that the school-rooms of our youngest class of pupils be made as tasty as architectural skill can well make them. The idea which has prevailed in earlier days, and one not yet entirely banished to its appropriate shades, that almost any quiet and retired corner of the building is suitable for and well answers the purpose of a Primary School, is in our opinion, one founded in the grossest error. But we believe it of still greater importance at that tender age, when they at best hold to the little thread of life with an uncertain, infant grasp, when bodily constitutions are easily shaken, and health impaired and lost never to be regained, that particular attention be given to the ventilation of their school-rooms. And we urgently ask rooms that can be ventilated.

We believe it absolutely wrong to pack children, like sardines, into an air-tight box. We are also of the opinion that the pupils of our Primary Schools would be benefited by yet more exercise in the open air.

We are pleased to see a disposition on the part of the Primary teachers to readily comply with the wishes of the committee in regard to general and oral instruction, teaching from the ever-shifting face of Nature's works, rather than attempting to follow the dull routine of the text-book, so much in advance of their ages and capacities.

From experience in our lower schools, we are fully satisfied that the method of instruction therein is not only correct in theory, but eminently practical. Our experiments in this direction have been crowned with unexpected success.

It has been to us a matter of surprise, at the several examinations, to see the electric effect upon the pupils of these schools when the books were laid aside, and general "object lessons" were given them. It is not unusual to see the greater part of the school spring voluntarily to their feet, in their eagerness to first give the answer. But to make this method thoroughly successful, the teachers need to carefully prepare for each exercise. We were pleased to find on more than one teacher's desk, text-books for their assistance in this direction.

We are pleased to notice in these schools less of that "soulless Primary School tone" once so universal.

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Considerable attention has been given to training in the elementary sounds and the correction of faulty enunciation. We would urge a still greater effort in this direction.

It is in the Primary School (if anywhere,) that the foundation of good reading is laid. The vocal organs require careful attention and training while they are pliant and impressible. We believe it to be much easier to form a proper, natural and flowing style of reading and speaking at this age, than to correct a perverted, forced and unnatural style in later years. Children at this early age are creatures of imitation, and copy to a great extent the peculiarities of the teacher. It is, then, of the utmost importance that the teacher look well to her own style of reading, lest she find her own faults rebounding upon herself, like the many-voiced echoes from the mountain-side.

High School.—The necessity, the importance and the usefulness of this institution are day by day more apparent. Wealth, station, family connections make many distinctions in society. There should be none in education. It should be distributed with an equal hand. Like the sun in the heavens, it should pour forth its bounteous radiance upon all. None are too high to be above its bounty, and none are too poor to be beneath its blessings.

Many think that the education obtained in our Grammar Schools (and too often in those of a lower grade,) is sufficient to bear a man onward to that goal where a simple headstone marks the place where his ashes repose. Perhaps it is. Possibly "where ignorance is bliss 'tis folly to be wise," but such is not the belief of our year and our day.

Newton and Arkwright, Franklin and Fulton stopped not at mediocrity in their onward career, and the whole wide world bend before them in wonder, in gratitude and almost in adoration. Let us give to our children all the advantages within our power. It is folly to say that we have lived to manhood and age with a small amount of book learning, that we have had enough to eat and to drink, yet have been unacquainted with mathematics, social science and foreign tongues. The latter might be said of the beasts of the field; but it should be our endeavor to raise up our children to those higher and nobler walks of usefulness and knowledge which an all-wise Providence unquestionably designed for all those created after his own image.

The course of studies has not been materially changed. That of the Latin language is still required, but by application to the committee by parent or guardian of the pupil it can be dispensed with. A familiarity with the classics is of inestimable utility in every walk of life. It may not be palpable to all where the advantage is felt, but few who have had that course of educational training will ever regret it.

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The committee are aware, however, that there is a feeling in the community that the studies pursued in the High School are not as practical as they should be; that they ought to be more closely confined to grammar, mathematics, book-keeping, and other matters fitting the pupils for the ordinary business of life.

The committee therefore recommend an additional department, in which the Common School branches shall be perfected, and the higher English studies pursued, and in view of that matter ask for an additional appropriation.

Very few of those who are intrusted to our care will prosecute their studies in the higher seats of learning; therefore it becomes us to whom their welfare is intrusted to make our town schools, as far as possible, a fountain from which all that knowledge flows which is needful in the business relations of life.

Gymnastics.—We are pleased to report an improvement in physical exercises during the year, more especially in the schools of higher grades. We are still more fully convinced of the value of gymnastics as practised in our schools than we were at the commencement of the year. Tired and cramped by forced and long continued positions at their desks, these exercises afford just the muscular relaxation necessary for the relief of the pupils.

A strong sympathy existing between the mind and body, both become invigorated, and the scholar goes to the duties of the session with a renewed zest. We believe that more actual work will be performed by that school where the labors of the day are interspersed with gymnastic exercises of reasonable length, than where physical drill is entirely neglected.

One of our most successful principals assures us that he finds much less difficulty in enforcing ready obedience to the school regulations since he adopted and enforced these exercises. He asserts that the scholar thereby acquires a habit of prompt obedience that he can secure as well in no other way.

The few objections which have heretofore existed on the part of some parents and scholars to this exercise, have, in our opinion, nearly subsided, and in our best regulated and disciplined schools the scholars seem to enter into them with eagerness, and with as laudable a desire to excel therein as in the intellectual exercises. We desire no better test of the inherent life and activity of a school than we can get from witnessing a general exercise in gymnastics. But the beauty of this exercise is to have it well done. Far better a few changes with perfect uniformity of action, than studied combinations of discordant movements. Their great success in the principal schools of the State has been pleasing and satisfactory in proportion to their harmony, activity and precision, especially

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in the exercise of marching, which partakes somewhat of the nature of military movements.

Music.—While we think that the use of this exercise should always be made subsidiary to the leading idea of intellectual development, we nevertheless wish to express our hearty concurrence with the opinions advanced in former reports, in favor of the regular and systematic practice of music in our schools.

It may seem extravagant to many, when we speak of music as a means of moral culture; and yet we believe that its tendency is to refine and elevate the moral nature. Man is a many-sided being, and requires cultivation in all directions. To think of the intellect only, and to forget the heart; to train the mind in logic, and lose sight of sentiment and feeling, —without which a man is but half a man,—this were a grievous error.

We venture the assertion that a musical people cannot be thoroughly bad in character, but must of necessity be quickened to an appreciation of the beautiful, both in art and nature, and to a ready sympathy with the joys and sorrows of their fellow-creatures.

Furthermore, it is a source of rational pleasure open to all and purchasable almost without price,—as all the really best of God's blessings usually are,—and it is the right of the people to have their powers of enjoyment in this respect enlarged and gratified.

Much might also be said of the practice of music as an aid to good reading, and as facilitating the acquisition of a free and proper use of the vocal organs, and of a habit of concerted and sympathetic action with others; a habit worth acquisition in a democratic community.

Your committee would take this occasion to return their thanks to the parents and friends of the pupils, for their generous and hearty co-operation with them during the past year, thereby rendering their arduous duties more pleasant to the committee and profitable to the schools than they otherwise might have been. We are also grateful for the increased interest in the welfare of the schools, as manifested by the unusual number of visitations during the year. Yet we fear that too many parents little realize the importance of such visitations. Their effect upon the schools is almost magical. In what department of business would you employ assistance and then leave the workman, however trusty, without ever once examining the nature or quality of his work? Who of you would be satisfied with a meagre annual report of such workman's progress? without once ascertaing from personal observation whether such report was correct or otherwise. No thrifty business man would ever be guilty of such neglect, even in the ordinary business of life. How much more important is it, then, when the welfare of your own sons and daughters is involved, when interests that cannot be measured by a pecuniary standard are staked upon such labors, that you should give a thorough personal

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examination to the work of those who are shaping the minds and characters of those as dear to you as your own lives! You generously appropriate all needed sums of money to the maintenance and support of your Public Schools, and even amid the severe pressure of heavy taxation, you have never once forgotten your duty to your Common Schools, or given grudgingly. In this you have done well.

Will you not give to the cause of popular education the further assistance of your occasional presence, and thereby stimulate your schools to increased activity, and encourage the teachers in their faithful devotion to their laborious calling?

School Committee.—E. Granville Pratt, Henry Barker, William B. Duggan, William S. Morton, H. Farnam Smith.

RANDOLPH.

A serious difficulty which the committee have found working against the progress of the schools, with one or two exceptions, not only of our own town but all others visited, is the mistake of the teachers in thinking and conducting their schools on the theory that the assignment of such an amount in any book to be committeed to memory, and listening to a repetition of it by each scholar, is teaching; and that the committing to memory and recital of such quantities in each book daily by the scholars, is education. Of course, when stated in this form, the proposition seems absurd and almost untrue; yet in many of our schools it will be found to-day to be the course pursued. Now the committee believe that children are eminently practical, and that while of the age of those in our Common Schools, they have nothing given them in their books which they do not find in every day life; but they must be shown, not by any telling by the author or teacher, which is merely statement, but by a leading and drawing out of their own limited observation and thought, through continued questioning, that such is the fact, before their understanding will accept it or find it of any use or benefit. To remedy this difficulty, meetings of the teachers and committee have been held in one of the school-rooms, fortnightly during the school terms, for the discussion of the present school system and the best methods of conducting schools in discipline and studies, attendance upon these meetings by the teachers being a condition of their employment. The committee have expended a small sum of money for lighting the room, and for a conveyance for the teachers in the east and south districts; and they believe it to have been very profitably spent and confidently expect much good from it.

School Committee.—W. E. Jewell, Adoniram White, Wales B. Thayer.

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ROXBURY.

An Evening School has been organized by the board, in accordance with the statutes of the Commonwealth, which makes it the duty of the school committee to take charge of all the Public Schools. It has been placed under the immediate charge of a special committee, who intend by the employment of competent instructors to afford suitable facilities for obtaining a practical knowledge of the common branches. The sum of five hundred dollars, the same as in former years, has been appropriated to its maintenance, and we bespeak for it the active sympathy of the people.

The committee are happy to observe that truancy, hitherto one of the most potent evils against which they have had to contend, is being rapidly abated under the vigorous treatment of the city marshal, Mr. Joseph Hastings, and his aids. But in some of the worst cases it has been found impossible to obtain conviction, in consequence of the reckless interference of parents in behalf of the offenders. Probably some of those parents will have to serve out a sentence for the crime of perjury before the truant laws can be fairly enforced.

It is, however, gratifying to know that the attempt of the boys to run away from the Public Schools only transfers them, on conviction and sentence in the police court, to another, in which the rules for moral and mental improvement are quite as rigidly enforced. The Truant School at the almshouse was re-established, under the supervision of the overseers of the poor, nearly two years ago. Its object is to benefit all boys of this class. It is under the immediate charge of the agent of the overseers, Dr. Ira Allen, whose long connection with the school committee renders him peculiarly qualified for the situation. An excellent teacher is employed, and the same studies are taught as in the Public Schools. The school-room is pleasant and comfortable. The dining-hall and sleeping apartments are kept scrupulously neat, and the large bath-tub in the basement invites the boys to their weekly ablutions. A suitable play-ground is fitted up for them, and inclosed by a fence, which is carried a little higher than their ambition or agility will permit them to climb. The watchful and kind-hearted keeper, Mr. Young, omits nothing necessary to their reformation or comfort.

Chairman of the Board.—EDWIN RAY.

Our Grammar Schools are gradually growing out of the idea that the work to be done in them is merely to prepare scholars for the High School. Parents and teachers have come to think that this is not their only object, but rather a thorough and complete instruction in the important studies assigned to them. And certainly the chief end and aim of our

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Grammar Schools should be to make our children well informed in those studies, an acquaintance with which is absolutely necessary in the management of the affairs of life, and which form the basis of all thorough education.

Much attention is given to penmanship, a most important art, the study of which it will not do to neglect or even slight in our Grammar Schools. In most of them it is taught in an admirable manner. There are, however, lower classes to be found in some of our schools where the writing-books are not very creditable. As soon as pupils are transferred from the Primary to the Grammar Schools, they should be made to review what they have learned in writing, and in all their writing exercises they should be required to follow strictly the style and form of letters which they have been taught.

Of all the branches taught in our Grammar Schools, arithmetic is perhaps taught as well as any other, and more time is probably given to teaching it; and yet some of our teachers do not produce the results to be desired. In teaching arithmetic, the object in view should be to get from the pupil an intelligent solution of the question. The teachers should not think it sufficient that the scholars repeat the process until they remember perfectly how it is performed. The essential thing is for the pupil to be taught to reason for himself, and not to rely on any rule or particular form given in the book. When this branch is taught as it should be, there will be little occasion for pupils to steal answers to be given at recitation.

It is to be feared that the attention of the principals of our Grammar Schools is too much confined to their first divisions. It seems natural that they should wish to bestow the most of their time on those who are engaged in the highest and most difficult studies, and who at the end of the year are to be qualified for admittance to the High School. They no doubt feel that their reputation, in a great measure, depends upon the success of their pupils in obtaining admission to the High School, without conditions. And yet, the principal of a Grammar School should be acquainted with every scholar. If he is confined to his own division, all of those pupils who leave before the last year of the course never come under his care. His aim should be to know the abilities and defects of every scholar in school, and, if possible, to discover the first appearance of faults, that they may be corrected, and to know whom to urge forward and whom to keep back. In order to do this, he will often be obliged to leave the instruction of his advanced pupils chiefly to his head assistant, and divide his time more equally among the several divisions.

For the Committee.—MOODY MERRILL.

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The importance of the utmost care in selecting teachers for the Primary Schools, cannot be too often urged upon the attention of the committee. Here are required the most gifted minds. Here is given the bent which may last, not only through the school life, but the whole life of the pupil. The minds of these little children are in the highest degree susceptible, and the slightest influences produce lasting effects. No one can be a successful teacher in the Primary department, who has not a strong love for children, who does not give her whole soul to her duties, and strive her utmost to render her school pleasant and attractive. She must be ever upon the alert to awaken the child's interest, ingenious in devising methods to sustain it, vivacious in her manner of imparting instruction, always cheerful, entering with life into all their joys, soothing their little sorrows, sympathetic, bestowing praise here, chiding there, but always encouraging. We think we have seen schools wanting in some of these. We think we have seen teachers whose sweetest smile and most elastic step were not when crossing the threshhold of the school-room, but that of the city treasurer. Teaching to them, is a dull, monotonous routine of daily strife for bread and butter, with no life or soul beyond that. Their own comfort is before the school's progress. It is in such we see the harsher methods of discipline resorted to. It is with such a teacher, that

> "The boding tremblers learn to trace
> The day's disasters in her morning face."

The teacher should have constantly in mind that the sole object of intrusting youth to her charge, is not to learn and to repeat the assigned daily task from the text-book. The school is not alone to instruct the intellectual side of the child's nature. Not to touch here upon the physical education, which has been so much discussed of late, and to which allusion is made elsewhere, we would call attention to the moral instruction; that conveyed not so much by word of mouth, by homilies, by illustrations, as by the constant and daily example of the teacher—by that silent influence of mind and character which not only every teacher must necessarily exert, but which every human being must exert to a greater or less good or evil result. It is said that by constant intercourse, the features even of the countenance acquire a resemblance, and no one could copy a handwriting for any length of time, however marked his own style might be, without imperceptibly adopting some features of the original, to the modification of his own. So these young scholars, with their tender minds, for so many hours in the presence of the teacher, whom they somehow have been taught to look upon as knowing all things, and as doing all things right and never wrong,—a perfect pattern,—must necessarily adopt something of her style.

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If she is petulant, cross, scolding, evincing an inability to govern herself, deficient in good manners, in delicacy of feeling and sentiment,—so far forgetful of herself as to be unladylike, to give vent to only fitful flashes of temper,—her influence is baneful. She is not fulfilling the position of instructor of youth.

"Manners make the man." Good breeding, gentleness, courtesy, politeness, the amenities of social life, as illustrated by the most refined and intellectual, should shine forth in the habits, behavior, conduct and deportment of every teacher. The closing of the door, the handing of a pencil, the morning salutation to the pupil, the slightest actions even, act upon the pupil and react upon the teacher. They illustrate character, are character, and must have a forming influence.

The care, then, which the teacher must exercise to make her example as an instructor of morals aid her as an instructor of the intellect, must be constant and watchful. The force of example is all-important in the formation of correct moral habits.

For the Committee.—Geo. M. Hobbs.

STOUGHTON.

The educational are the most important interests of this or any town. No other interests are comparable to them. Even the church cannot accomplish its purposes without the aid of education. Wisely, therefore, should the town legislate for its schools, and generously should it provide for their greatest efficiency. We do not yet appear to have reached the highest appreciation of our educational system, nor have we yet fully awakened to the demands made upon us by the spirit of the age or the possible future needs of our youth. We can confer no greater temporal blessing upon them than the opportunity for sound education—it is better than riches or honors, and usually the foundation of these. No committee, whether large or small, taken from the business or professional walks of life, can afford the time and labor which should be given to make our schools all that could be desired. And, indeed, this is true of a superintendent, as usually employed. The pittance the law allows is no compensation for any one who has other duties requiring his attention. It is itself little considered. And the time required is yielded only by sacrifice and *con amore*. Our opinion is, that it would be wise, in the end actually profitable, for the town to secure a superintendent who should give his whole time to the care of the schools, for, of course, an adequate compensation. One mind controlling all the schools, advising and guiding all the teachers, constantly passing from one school to another, ready to suggest the best methods of instruction in given departments, and to himself practically demonstrate the truest properties of teaching, would prove

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invaluable. If such a mind could be secured and retained, a few years would vindicate the wisdom of paying well for the services obtained. The schools would become our pride and joy; and Stoughton would take an honorable position beside any town or city in the Commonwealth.

School Committee.—S. S. GIFFORD, E. G. LEACH, A. ST. JOHN CHAMBRE.

WALPOLE.

Morals and Manners.—The congregation of individuals, while it has beneficial aims and results, is not an unmixed good; each one gives a modification to the general influence for good or ill; and unless there is an earnest purpose and continued effort, the evils of social life may preponderate over its benefits.

Let children assemble in a school from various homes in a community; some where the home instruction is hallowed, and others where home culture is neglected; and they bring to each other teaching, the character of which partakes of their home or street education.

Here then is the existing evil in the beginning of our schools that requires a remedy.

Something must be done to supplement the instruction of faithful parents, and to counteract the evil learned and the evil introduced by children whose morals and manners have been given in the school of the street.

Parents feel this evil; and while they may be satisfied with the proficiency of their children in their studies, they are anxious because their careful and assiduous training may be undone by the exposure of their children to the influence of bad example and unrestrained viciousness.

How is this fear to be allayed, and a potent remedy provided that will be corrective of this evil?

By teachers who realize that their vocation does not call them to inform the mind merely, but also to cultivate the heart.

Originally our New England institutions of learning were religious schools, where the Christian religion, in its principles and application, was an important branch of instruction, and this undoubtedly gave that moral tone to New England ideas and society, which has enabled her to exert so powerful and healthful an influence upon our whole country. Our older colleges were founded by religious people, and presided over by religious men, and they have had their measure of influence in forming the character of so large a number of our educated men.

While, then, no peculiar denominational tenets are allowed to be inculcated in our Common Schools, yet the grand principles of religion and morality are not to be neglected. The law of our State enjoins upon teachers to impress upon the minds of children and youth committed to

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their care and instruction, the principles of piety, justice, and a sacred regard to truth, love to their country, and all those other virtues which are the ornament of human society and the basis upon which a republican constitution is founded. The design, then, of the law is to fit our youth to be both wise and good.

It is, therefore, a matter of legal, as well as moral obligation, that our teachers, by example and precept, endeavor to cultivate the morals and manners of those intrusted to their care.

It might be appropriate to recommend to teachers that they devote some special attention to the moral training of their pupils, not only by the force of their example, and their frown upon any indecorum, but also in some kindly and pleasant instruction upon this subject during each week, or some part of the school term, and we doubt not that there would be a marked improvement in the behavior and habits of scholars, not only, but that good morals and propriety of manners would have a marked influence upon their intellectual attainments.

School Committee.—Eben. Stone, E. G. Thurbur, W. B. Smith.

WEST ROXBURY.

No school can prosper well without it is provided with the essential requisite, a good school-house. Such a house should be comfortable at all seasons, well ventilated and convenient, and should have pleasant surroundings, and should be, in itself and its appointments, something to attract the pupils, so that they will love to enter it and be reluctant to leave it. Next to the dwelling-house and the meeting-house, children should love the school-house, and the fond memories which cluster around these hallowed and beloved places will go with them into after-life, and be potent influences for their future good.

Now, when the town has provided a good school-house and a competent teacher, the parents and children must co-operate to do the rest, and the success of the school will depend, in large measure, upon the manner in which they shall perform their respective duties; and here we ought to say a few words in regard to the all-important subject of—

School Discipline.—We are too apt to think that the teacher should do all the work in this branch of education. Many parents who maintain no family government at home, expect the teacher to keep their children in perfect subjection, and by "moral suasion" alone; and they are always the first to find fault if affairs do not go on smoothly in the school, and to charge the teacher with a want of capacity for government. Now let any father or mother carefully study the development of the child's propensities and see how much there is to restrain and correct, and the difficulties and trials of the teacher will be better understood and appre-

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ciated. Here is a teacher with a disposition and ability of the first order, with fifty or more pupils of both sexes, and of different ages and capacities, and with dispositions as various as their complexions; the weak and timid must be assisted and encouraged, the strong and rude must be repressed and restrained, the stupid enlightened, and the wicked punished, and all the while the recitations and studies must go on regularly, and the whole machinery of the school be kept in good order. When any one, and especially a parent, contemplates the numerous and trying difficulties of a teacher, even under the most favorable circumstances, it will readily be seen that although it may be a "delightful task to teach the young idea," the discipline and general management of a school of fifty or more irrepressible, nervous, active, inquisitive and roguish children is not so pleasant or agreeable.

Rewards and Punishments.—During the past year we introduced into the High and Grammar Schools a system of periodical reports, or certificates of merit and deportment, and found the plan so popular among the pupils that we extended it to the Primary Schools; and the result has been very gratifying. The little ones particularly like to carry home some visible token of their good conduct and proficiency.

The subject of corporal punishment in school has excited a good deal of discussion in Boston and vicinity, and much has been said for and against the same. While we do not believe in the abolition of the punishment, and think that its infliction is often beneficial and salutary, we also are of the opinion that, unless the case is an aggravated one, the teacher had better allow a few hours to elapse before its infliction, in order to give both teacher and pupil sufficient time for reflection. More exact justice can thus be meted out, and the effect of the punishment is likely to be more salutary.

Salaries of Teachers.—While the cost of living has more than doubled during the past few years, the compensation paid to our teachers has not kept pace with it, and some of them find it difficult at the end of the year to meet their expenses. Now we ought constantly to bear in mind the fact that no teacher, under the most favorable circumstances, can fairly count on more than twenty years of active professional life, and that those are the best years of life too. The compensation, therefore, ought to be such as to enable these faithful public servants to retire with something laid aside for sickness and the decline of life; and when we consider the peculiarly wearing nature of their occupation, the constant drain upon the nervous, physical and mental forces by the routine duties of the school-room the wonder is that the teacher does not wear out sooner. The difficulty of obtaining suitable board and accommodation in our town makes it necessary for several of our teachers to reside out of its limits, and at considerable extra expense. Let us not hesitate to do what is right in

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this matter, and pay our faithful public servants the just reward of their stewardship.

Our teachers, last autumn, organized a "Teachers' Association" among themselves, and they have had several meetings for mutual consultation and improvement, during the winter. We should be glad to see the social element between teachers, pupils and parents encouraged as much as possible. We shall thus not only obey the laws of our own natures, but the laws of the State, which make it a part of our duty to promote "sincerity, good-humor, and all social affections and generous sentiments among the people." Education is not merely for the head, but for the heart and the soul, and it should be the aim of all of us to promote and to encourage among the young committed to our charge, the practice of "those virtues which are the ornament of human society, and the basis upon which a republican constitution is founded."

School Committee.—LUTHER L. WHITE, JOSEPH STEDMAN, JAMES P. WALKER, A. J. GORDON, B. F. CUTTER, B. W. PUTNAM, JAMES W. ROLLINS, ELIAS T. BOWTHORPE, L. A. TOLMAN.

WEYMOUTH.

The committee were instructed, by vote of the town, to employ a superintendent, at a salary not exceeding $1,000 per annum. The selection of a competent person for this position was not unattended with difficulties. An offer made to a former teacher in this town was declined. After considerable inquiry, the committee made choice of a gentleman known to have been an experienced and successful teacher, and one highly recommended as a person well fitted for the performance of the duties of superintendent of our schools.

The schools at the beginning of the year had the faults which naturally result from a frequent change in the mode of their management, and from the want of one controlling and organizing mind. In many of them there was much confusion in the order in which the recitations were conducted. The system of instruction in all the schools throughout the town was far from being uniform, and a variety of text-books was made use of which were unauthorized by the standing rules of the committee. The superintendent, acting with the advice of the committee, among other things, has endeavored to remedy these deficiencies. Nor has he been wanting in success. Coming among us a stranger, both to the people and the wants of the schools, he has not sought to make any radical changes in the mode of our school instruction, but he has faithfully and efficiently discharged the duties of his office, and by his kindly suggestions to teachers and scholars, and by the generous enthusiasm imparted to them, has elevated to a considerable degree the general tone and character of our schools.

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We think that it has been shown by the experience of the past year, that for the successful management of the large number of the schools in this town, a superintendent is necessary. A change, in itself, is not desirable. One of the great faults in the management of our schools during the past few years, has been the practice of passing from one system to another, from year to year. Even an erroneous system, uniformly carried out, sometimes works less injury than a fickle and changing policy. Much more may we expect that the mode of management at present adopted will work out substantial results, if once permanently established. We therefore recommend the appointment of the present superintendent for another year, even if, in securing his services, an increased appropriation may be rendered necessary.

For the Committee.—GEO. M. REED.

School Attendance.—In mental, as in physical labor, success is made largely dependent upon persevering industry, consecutive effort. The labor of one hundred days is not ordinarily performed in fifty, or by listless irregularity. The mechanic who is absent from his bench for a single day, learns that such absence implies a discontinuance of progress. Matter and mind, in a certain sense, move only as they are moved by exterior forces.

In the school-room success is far more dependent upon industry and continued effort, than is ordinarily supposed. The best scholars are by no means all geniuses. Promptness, energy, unflagging industry, concentration of effort, and regular attendance, with only moderate mental endowments, are sure to win laurels. That pupil only succeeds, under ordinary circumstances, who is prompt and regular in attendance. An absence from every fifth, tenth or twentieth lesson constitutes a loss which none can afford—certainly not those of limited means. As well may the laborer demand compensation when absent from his employment, as for the parent whose children are irregular in attendance, to expect the usual progress in study. A lesson omitted is a lesson lost. If the aggregate lessons of a term are valuable, each one is relatively important. The loss primarily considered, however, comprises only a part of the real, practical loss. An omitted lesson involves not only a loss of what might have been secured—the knowledge and the mental discipline—but presents other difficulties, particularly when the elements of science are so closely related or connected that the understanding of one presupposes a knowledge of another. For example, ignorance of the principles of fractions, will render proficiency in the more advanced subjects utterly impossible. It follows that a lesson imperfectly learned or wholly omitted, a subject but partially investigated, necessarily retard the progress of the pupil, to say the least, while sad discouragement and utter failure are quite usual.

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But these evils are not confined to the principal offenders. Absence not only retards the progress of the absentee, but directly and indirectly affects the whole school. The time consumed in explaining a principle of a preceding lesson, lost by absence, is so much unjustly taken from the whole class; and yet the labor must be performed to avoid constantly recurring difficulties in the future. The time of the teacher belongs to the class and not particularly to a delinquent member. A pupil thus absent is an incubus, and justice demands that he should be transferred to a lower class, where he may learn more successfully, the feelings of the parents to the contrary notwithstanding. This arrangement would be of mutual advantage, since it would prevent the unnecessary expenditure of the teacher's time in repeating previous labors and explanations, and at the same time really benefit the absentee. Premature promotions to a higher class, or retaining one in a class of superior attainments, when such a pupil is really unable to understand the principles involved and of course unqualified to proceed successfully, is rank injustice, particularly to the inferior or dull scholar.

Teachers.—The selection of a teacher, one in every respect qualified for the important and responsible position,—as far as mortals may become qualified,—is no easy matter. Good scholarship is absolutely necessary, and yet no more important than "aptness to teach." Moral excellence is an important element in good teaching, yet every good individual does not succeed as a teacher. Teaching ability is a prerequisite of success, yet all possessing that alone are not safe guardians of the young. The good teacher is not a *one ideaist*, possessed of a single thought or a single excellence, physical, mental or moral, but one combining all of these excellences to as great an extent as is possible. The teacher is a model, necessarily so, whether a desirable one or otherwise. The daguerreotypeist produces, not what he or the subject may wish, but an exact transcript of the original, combining the excellences and the defects; so, the teacher, whatever the character may be, reproduces himself or herself, the perfection of the transformation depending upon circumstances. A good teacher infuses the vital forces of a vigorous, analytical and comprehensive intellect into a whole school, in some degree at least, leaving an impress not easily effaced. The influence of such must be felt, when clearness of perception, versatility of talent, energy and general efficiency are combined. "As is the teacher, so will the pupils be," is a maxim that contains more important truth than elegance of expression. A phlegmatic teacher is soon surrounded by a comparatively inert school, while one from whose countenance the internal fire of intellect is constantly emanating, soon reproduces himself, soon creating, so to speak, a new order of beings. He who fails to control his own emotions and temper, as certainly fails to control his pupils. If the teacher "scatters," fails in system, his or her pupils will be loose in their

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mental habits. Ideas systematically fixed in the mind are far more important than profusion of words. Strengthening the mind is of far more practical value than the mere acquisition of knowledge. "Knowledge dwells in heads replete with thoughts of other men, wisdom, in hearts intent upon their own." That teacher is the most successful who imparts the least information directly, but who leads the pupil into the mines of knowledge and encourages and aids him to appropriate its vast stores. In short, that is a wise selection of a teacher, when an effort is made to adapt the teacher to the place and the circumstances, and not to mould the school to existing conditions, or leave it to the capacity of an inferior mind. It is safer to discard one applicant for position than to degrade a whole school.

Gradation and Classification.—The advantages of a "division of labor," so generally and successfully adopted in mechanical establishments, are equally manifest in the management of the school-room; so far as it is possible, it is desirable to reduce teaching to its simplest forms, to secure in all of our schools as much uniformity as possible, allowing a reasonable time for each recitation. This is utterly impossible in an ungraded school, a few of which still remain among us, though much has been effected in this respect during the last few years. More simplicity, more uniformity, both in methods of teaching and in the text-books, are attainable. In some instances there are too many classes and too many recitations, if not too great a variety of books. It is desirable to secure uniformity in the gradations, a perfect harmony in all of the grades, like the adaptation of the different parts of a complicated machine, that the machinery of our schools, so to speak, from the highest to the lowest, may harmonize, as if directed by one master-spirit. The details are not needed in this connection, while the general principles advocated seem too evident to demand much elucidation.

It is proper to remark that too little relative importance is generally attached to our Primary and lower grades of schools. An idea has prevailed and still prevails to some extent among those not familiar with our school system, that almost any individual is qualified to occupy those positions, but that the best talent is demanded for the higher grades. Of course, it is not supposed that the teacher of the Primary School should possess the same attainments, become familiar with the same sciences, as the principal of the High School; yet the successful teacher of beginners, one who directs the first unfoldings of the intellect, demands a rare versatility of talents, a comprehensiveness of resources, an amplitude of illustration, a power of adaptation, in many, if not in most respects equal to those occupying higher positions.

It is important that the first steps should be correct ones, the first impressions and ideas in accordance with truth, and the first expansion of the mind in harmony with its laws. Every successful teacher has learned

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from sad experience that the labor of "*unlearning*" is no trifling task; that it is far more difficult to eradicate the tangled and matted roots of false ideas, than to sow the seeds of truth. Erroneous views, imbibed in this peculiarly receptive period, are like seed deposited in a fertile soil, springing up vigorously and soon monopolizing the whole.

If to the considerations already adduced, we add the fact that but few of the mass of pupils ever enter the High Schools, and many, if they enter the Grammar department, do not complete the course, we have abundant reasons for care in the selection of teachers for these grades.

Co-operation of Parents.—In a certain sense, at least, the teacher is an agent, acting instead of the parents, the parents having the superior interests. The teacher may be controlled by financial considerations, having more reference to appearances and to personal interests than to real progress—mental and moral culture,—while the parent is the party more immediately affected; the one having the most vital interests, contributing freely for the support of the Public Schools. The success of these schools is success in society in general and in the families of the patrons in particular, while a failure detracts from the public good and involves a useless expenditure of public and private funds. The schools constitute an inheritance, the personal wealth of the common people, suggesting the idea of a special regard, an incentive to foster them with a commendable tenderness. These relations involve the idea of a positive duty and privilege to visit these schools as frequently as circumstances will permit, carefully noting their methods of instruction, their management, scrutinizing the labors of the teachers as carefully as the business man does those of his clerks, manifesting, at least, as much interest in the education of our children as we do in the erection and furnishing of our residences. Such visits are not only profitable to the parents, but highly satisfactory and encouraging to teachers. It is only by such visits and personal examination that parents are enabled to judge accurately of their condition and of their advantages, as a means of elevating society. They have more interests in these schools than the teachers or visitors, and if they have grievances, they may demand to be heard—after having made themselves familiar with them—but not till then. They only have a right to sit in judgment upon the management of a school who have acquainted themselves with its condition by occasional or frequent visits. Such visits often have a marked effect in removing prejudices and objections, since some of these are imaginary. Again, both the teachers and pupils have a direct claim upon the parents for personal visits, sympathy and co-operation. If they are seldom or never seen in the school-room, while they frequent places of amusement, it is reasonable to infer that such parents have but little interest in the education of their children, and that they attach but little importance to the schools. Such inferences are unavoidable, unless it is supposed

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that they may have such unbounded confidence in the integrity and ability of the teachers that they regard them as infallible.

If our citizens have discharged their duties in this respect, enjoying all of their privileges, the school records will reveal the fact.

Superintendent.—FRANCIS M. DODGE.

WRENTHAM.

We are now giving our views upon a retrospection of some years, and at the close of official life, so far as the schools are concerned; and therefore may be pardoned, perhaps, if we talk with freedom about committees. Pursuing, then, the train of thought thus started, and acknowledging our own short-comings, we remark, that while no office or position brings greater responstbilities, yet of no men do the community appear to require so little positive exertion. Instead of exacting earnest devotion to the work of quickening, improving and elevating the schools, they seem to be satisfied if the formalities required by the laws are performed. A formal examination of the candidates is thus oftentimes, in their view, sufficient; and a formal visit to the schools at certain periods, answering the letter of the law, is all that many people seem to think at all necessary. But we do not think the whole duty of a member of the school committee ends with these statute requirements. We believe he should be active, engaged in his work, and persistent,—a real live man,—aiming to impress and stimulate, striving to exalt the occupation of the teacher, and to inspire her with a true conception of its nobleness. He should be one whose qualifications are such as to secure his services from contempt, and cause his advice and suggestions to be listened to with respect. He should be so free from other pursuits that he can give sufficient time to this one, to make his services valuable. He should labor to fit himself for these duties, availing himself of such instruments and agencies as will tend to furnish him thoroughly for the work. Men of that stamp can so vitalize the school machinery as to produce extraordinary results. Acting upon teacher and scholars, the influence they exert will at length reach parents, and the indifference of the community will be broken up. We shall then see the beginning of an interest in the cause of Common Schools which will be promotive of their best good. But the people must first feel that they have something to do in the premises. Their servants should be moved to an active, watchful and conscientious supervision, by the consideration that they are trustees of a most important interest which their constituents expect them to serve with intelligent and scrupulous fidelity. Let the people see and know how the committee perform their duties—let the committee be called to render something more than a mere formal account of their stewardship. We are aware that under the present state of things,

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men cannot be found to give their time to this duty. Other callings insure better rewards; and other pursuits are too engrossing to allow much time for visiting the schools, and for conference with parents and teachers. And we see no prospect of any change in the future. Would it not be well, then, to inquire if some plan cannot be adopted to meet this want? Instead of the occasional and fitful supervision, which under the present system is all that can be bestowed, can there not be substituted a constant oversight? one that shall weekly or daily if need be, engage in the work of lifting up and efficiently maintaining our schools? We think this can be attained only by conferring the active supervision upon a person chosen expressly for the purpose. Without elaborating our views upon this topic, for want of time, we content ourselves with simply recommending, that the town choose or appoint a superintendent of the Public Schools.

School Committee.—John Dwight, Jos. B. Gerould, A. Sumner Deane.

BRISTOL COUNTY.

ACUSHNET.

School-Houses—Another subject to which we wish to call your attention is that of the school-houses, and hope it will receive from you that consideration which its importance demands.

It seems to have been overlooked that the school-house as well as our dwellings ought to possess attractions for our children; and consequently while many have built new and expensive dwellings, or remodelled the old ones, and embellished them with things that make home pleasant and delightful, the school-house has been allowed to remain nearly as it was when occupied by a former generation.

Make your school-houses spacious, comfortable, and convenient—beautify them as you would your dwellings, if you wish to make favorable impressions upon your children with regard to the value you attach to the institution of the Public Schools.

School Committee.—F. W. Wing, George P. Morse, Richard Davis.

ATTLEBOROUGH.

In previous reports, we might almost say from time immemorial, we have advocated the abolition of the district system. We are not to repeat the considerations which we have urged on former occasions, but we will

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add, in favor of the change, what we call an experimental argument. It is well known that many towns in the Commonwealth of the size of ours, have made the change,—some earlier and others later, and it is believed that not one of them, having given the experiment a fair trial, has gone back to "the weak and beggarly elements" of the district system.

They could have done so if they had desired it, and hence it seems to us the argument is decisive, that, in this particular, the new way is better than the old. We commend the subject to the careful thought of every citizen.

But if the town is not yet ripe for this measure, we would strongly recommend what we have repeatedly suggested before,—a union of contiguous districts, wherever it may be practicable. Some of our schools are very small, never having a dozen children in attendance, and sometimes not half that number. Such a school must necessarily be expensive, reckoning the cost by what is spent on each scholar, and it is almost unavoidably unprofitable, for what is there to excite a laudable spirit of emulation among the pupils? What is there to kindle enthusiasm in the heart of the teacher?

The only reasonable objection to this consolidation of our schools that we can imagine is, that those who live near the limits of the district, would be at an inconvenient distance from the school-house. We admit there is weight in this objection, but we think not enough to counterbalance the benefits which might be anticipated by the change. We do not regard it very important that children of five and six years of age should attend school. At that period of life, generally speaking, it may be more desirable to educate muscles than brains. Larger children, in ordinary cases, could walk a mile or two to school, and the exercise would do them good. In whatever exceptional cases there might be, the scheming Yankee brain would devise ways and means to obviate the inconvenience without serious trouble or much expense. Such an arrangement would prolong the schools and lessen their expenditures. It would enable us to grade them, greatly to the profit both of the larger and the smaller scholars, and by bringing our youth from different neighborhoods together for instruction, it would eradicate that latent clanish spirit in the districts, which, though never confessed, is often manifest.

School Committee.—J. D. Peirce, J. Osmond Tiffany, F. N. Peloubet.

BERKLEY.

Studies.—The study of the grammar of the English language in our judgment is too much neglected. The study of arithmetic occupies comparatively too much of the time and attention of scholars, more especially that of boys. If "figures do not lie," they do not teach all truth, nor the

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most important truths. Why should not a somewhat critical knowledge of our vernacular language be considered indispensable to all who have the ability and opportunity to acquire it? And yet few, very few indeed of our boys pretend to make grammar one of the principal branches of their course of study. We deplore this tendency as an evil which calls for immediate reform. Analysis, parsing and scanning of the works of standard authors, discipline the mind as effectually as does mathematical reasoning and conclusion. Surely is it not as important that a communication in writing should be faultless in orthography, etymology and syntax—expressing neither too little nor too much, as that the arithmetical calculations therein be correct? Besides, cultivating a grammatical taste enables one to discover beauties of thought and mode of expression, and inclines to the enlargement of the boundaries of knowledge indefinitely. We are strongly impressed with the thought that this neglect calls upon parents and teachers for a prompt remedy, for in most of the Public Schools in this town the study of grammar has reached low-water mark. Education—what is it? We conceive that he has a well educated mind whose passions and aspirations are regulated and guided in the proper channels of thought and action, and whose moral and intellectual powers are cultivated and developed in harmonious proportion, We conceive it to be the object of Public Schools to supply the elementary training—in conjunction with home influences—necessary to acquire this all-important accomplishment. Is not such a consummation worthy of patient and persistent effort and many sacrifices? How otherwise can it be attained than by study, application, reflection and investigation? Is it not as true of the brain as of the muscle that alternate exercise and rest give to it a power not acquired in any other manner? If it be true that they who think much will be more likely to think correctly and profoundly, than they whose minds have not been subjected to rigid study or continuous thought; will not they who think correctly and deeply, be more useful in their day and generation than those whose trifling minds never penetrate to the substratum of principle underlying all mental or physical phenomena? Cannot much that is elevating be impressed upon the average human mind by early and judicious training? External circumstances do something. Teachers and schools much more—but parents and home influences do—or should do—most in accomplishing this desirable result.

School Committee.—WALTER D. NICHOLS, O. E. FRENCH, ALBERT E. DEAN.

DARTMOUTH.

While we assume that all will agree with us that there must be, to insure success, a respectable degree of order in our schools we know that there is a vast difference of opinion as to how it shall be attained. The

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idea seems to be entertained by many, though upon what basis they found their opinions we cannot imagine, that a school—though composed of such a variety of elements—can be ruled perfectly and easily by love; and that corporal punishment, if not all other modes, should be banished from the school-room.

Many beautiful theories are advanced, showing how easy a thing it is to rule and reduce to perfect harmony the most discordant elements by love. All this is, doubtless, beautiful in theory, but sadly fails in indiscriminate practice.

There seems to be a strong tide of opinion setting towards the abolishing of all punishment for the misdemeanors of the young; yet we cannot see that the results of the experiment, so far as it has been tried, are satisfactory even to its advocates.

We often find in the newspapers of the day a sentimental paragraph or story that tells of an unruly boy who has been won to all that is good, or of a turbulent school that has been reduced to the most perfect order, by nothing but love; the object of which is, no doubt, to impress the idea that no other power ought or need be used by parents or teachers in any case. And yet we find, perhaps in another column, a sharp cut at "Young America," who rules the "old folks," and not with love either. But ought we to blame the young for being what we strive to make them?

We do not advocate a return to the old system of ruling our children with an iron rule—of never indulging them; of holding them at arms-length from us; of never sympathizing with them in their work or their play, their joys or their sorrows. It is a sad thing when our children fear us either as parents or teachers; but is it not more sad when they neither respect or reverence us? and while tyrannical government is avoided, is not a greater mistake being made on the other hand?

We occasionally hear those who reluctantly admit the necessity of corporal punishment mournfully regret that we have not yet arrived at that point where it can be wholly dispensed with. But we strongly incline to the opinion that another race must be created before it will cease to be a necessity in certain cases.

The Supreme Being—who is Love—uses the chastening rod towards his erring children. And physical pain is often endured for broken moral and physical laws. And who will presume to say it is not a necessary experience to bring the careless and wayward back to paths of duty?

We do not advocate tyranny in teachers; on the contrary, we would urge them to govern in the mildest possible manner, and use the rod only when all other proper means have failed. We would urge upon teachers, in view of the moral responsibility of their position, and by all their hopes of success, that they strive unceasingly to win the love of their scholars, and that to this end they give them their sympathy in their lessons and in their

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plays, in their moral and physical as well as intellectual welfare, and show them their great aim is to do them good.

School Committee.—FRANCIS W. MASON, JOHN GREY, ROBERT P. GIFFORD.

DIGHTON.

We would prefer to exclude all coercive measures from the school-room, leaving its order to establish itself, as the result of a manifest interest and application on the part of the teacher, and a sense of duty and reciprocal attachment on the part of the pupils. But this is hardly practicable so long as many of the pupils are so ill governed, or not at all governed, at home. Our schools are not composed on any principle of selection. They contain elements of every variety of home culture, and their highest interest, as well as the life-long welfare of some that compose them, would seem to demand that when Christian love, and moral suasion, and long-suffering patience have proved unavailing, in the case of any offender against established order, inflexible law must intervene and employ its instruments of coercion. But whatever means are employed, the teacher should be careful lest he lower the moral tone of his school, by securing only a mere inert, passive conformity to his commands, other than a cheerful and willing co-operation with his efforts, in accomplishing the proposed end of the discipline.

In speaking of the moral tone of the school-room, the general subject of morality is at once suggested. The laws of this Commonwealth require good behavior to be taught in all our Public Schools. Sectarianism being proscribed, teachers are liable to go to the opposite extreme, and teach nothing that is not of a literary character. The teachers should ever bear in mind that their duties, in this respect, extend much farther. They should endeavor to form and promote habits of punctuality and regularity, of diligence and love of labor, of economy, of perseverance, of forethought, of kindness and courtesy, of mercy to inferior animals, of forgiveness of injuries, of charitableness, of justice and respect for property, of respect for superiors, of submission to the authority of laws, of truth, of reverence for God and obedience to his laws. If it were possible to give a child a thorough moral training without cultivating his intellect, it would be far better than to train the intellect and leave the moral nature uncared for. As knowledge is power, the more of it one has, the more power for evil he possesses, if that knowledge is wrongly directed.

School Committee.—GEORGE E. GOODING, C. W. TURNER.

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FAIRHAVEN.

Without seeming to actively co-operate, parents may do much to aid in maintaining good order and discipline. Do not accept all complaints as just criticisms; better dismiss the child with an admonition to future good conduct, and if the complaint seem well founded, visit the teacher and learn from him the true state of the case and adjust it with him, always so conducting as to impress the child with a kindly regard and respect for his teacher, and the idea that his authority and the discipline of the school are to be maintained. Such an interview between a teacher and the parent feeling aggrieved, must almost surely result in a mutual good understanding, and in securing the good of the child and the school.

We say, therefore, visit the schools frequently, and thus become acquainted personally with the teacher and his methods of instructing and governing. Encourage him by showing an interest in the progress of your own children, and the advancement of the school in general. We believe the visits of parents and citizens may prove quite as beneficial as those of the committee. The pupils after a time become accustomed to our visits; they are looked upon as a part of the routine of the school system; but the entrance of parents or neighbors into the school-room is an indication of their special interest in the welfare of the school or some particular members of it.

The disadvantages of a somewhat unequal distribution of the school money are unavoidable where the inhabitants are much scattered, and where the schools must be multiplied in order to accommodate those who are more removed from the centre of population; but the boundaries of this town and the location of its people are such, we believe, as to admit of reducing the number of schools and of a more economical expenditure of the money among them, without injustice to any. For this purpose your committee think the present district system should be abolished or the town re-districted, and we earnestly press this subject on your consideration. We do not see how the condition of the schools can be advanced to that degree of excellence which the educational wants of your children demand, without a much larger appropriation than we dare ask for, or the adoption of a system which shall enable us better to economize what is every year so liberally voted. The school terms cannot be made longer, nor can we surely retain our best teachers, or secure better in place of the indifferent.

School Committee.—ISAAC FAIRCHILD, CHARLES DREW.

FALL RIVER.

Grammar Schools.—Grammar Schools occupy an important place in the system of public instruction. Many scholars never go beyond them,

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before leaving school altogether, for the active duties of life. Consequently these schools should be conducted so as to give pupils as much practical knowledge as possible. For the accomplishment of this desirable object much more depends upon the mode of instruction, than upon the course of study pursued or the text-books prescribed. So far as I can judge, the course of study adopted for our Grammar Schools is as good as any in use; and the schools themselves will compare favorably with others of the same grade in the cities which I have visited the past year.

Nevertheless, I believe it to be a fact, that too many young people leave our Public Schools having more knowledge of books and recitations than of useful things and the plain realities of life. Memory is cultivated more than the reasoning powers, and attention is given too much to scholastic formalities, when it should be directed to the beauties of nature. This is true not only of the higher, but also of the lower grades of schools.

Occasional experimental lectures on the leading principles of the sciences, in their connection with the useful arts, would be very instructive and profitable in our Grammar Schools, especially to those who do not go to the High School. Many things in Natural Philosophy may be illustrated so as to be well understood, without the use of text-books. The book of nature is far more interesting to the young than any school-book. The kite and the cloud taught Dr. Franklin more of the nature of electricity than was known to mankind at that time.

Declamation and compositions are not taught to the extent they should be in our Grammar Schools. It may be said by some, that the pupils in these schools are not old enough to construct sentences to any great extent, much less to write either essays or disquisitions on specified themes. If they are not old enough, when will they be? The average age of all the students now in Harvard College, when they entered, was less than eighteen years, notwithstanding the high standard of admission. The average age of the pupils who entered our High School last year, was fifteen years seven and a three-fourths months. I know of no city in the State, in which the scholars, who entered the High School last year, were as old on an average, as those who entered our High School. It appears to me that persons fifteen years of age are old enough to practise English composition much more than is customary in our Grammar Schools.

Declamation, rightly taught, cultivates expression, a very desirable attainment in itself, and a valuable aid to good reading. As to want of time for these exercises in connection with other prescribed studies, my views will be given under the head of teaching in general. I am fully aware that there is a great variety of opinions not only as to the classification of pupils, and the best methods of teaching, but also as to the true order of study in Public Schools. All that can reasonably be expected of me is a presentation of my own opinions on these topics.

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High School.—The utility and importance of a Public High School for all cities and large towns, are generally acknowledged by experienced educators; and there is a law of the State requiring every town, having five hundred families, to establish and maintain a High School. These schools are virtually the colleges of the populace; and when they are conducted on broad and generous principles, by skilful instructors, with varied and extended cultivation of mind and heart, they become powerful agents in promoting Christian civilization; and as such, the people should foster them, with the tenderest care, by lending to them every possible assistance tending towards perfection. To secure this aid they must be constituted, organized and conducted so as to win public confidence; otherwise they fall far short of fulfilling their design, by not receiving the sympathy and support which they need to make them prosperous instrumentalities in moulding the public mind for the full enjoyment of the free institutions of a democratic republic.

The value of a High School, then, depends in a great measure upon the interest which the public take in it as an educational institution; and the interest, in turn, depends upon the nature and character of the institution itself. When by its inherent virtue, shining forth in the high intellectual attainments of its scholars, it demands public attention and public confidence, then and not till then, it will receive a cordial, hearty public support, aside from all pecuniary considerations; and both parents and children will duly appreciate the great privilege of being a graduate of an institution in which the whole community feel a deep and proud interest. When a High School is what it ought to be in itself, and in the hearts of the people, then it becomes both useful and popular.

Wherever a High School fails to secure the respect and patronage which it deserves in the system of popular education, then either the school or the public is in fault. It would be unreasonable to suppose that a school of any sort could be established and maintained to suit the taste and wants of all. Nevertheless, a High School may be made so meritorious that even the most captious cavillers would be silenced by its self-commanding virtues. As soon as it could be made to appear beyond the shadow of a doubt, that the graduates of such a school held a high rank in the educational world, including literature, the sciences and arts, as well as belles-lettres, and that young men were as well fitted there for college, as in any seminary, then the citizens as a whole, would feel that nothing would be gained, but much lost, by sending their children abroad for instruction, either to Public or Private Schools.

A High School adapted to our condition and wants should not be exclusively a classical nor exclusively a scientific institution; but a school in which our young people might fit for college, and learn to apply the sciences to the useful arts; in other words, a school in which young men

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might receive normal instruction in branches leading legitimately to the learned professions, and to responsible positions requiring a knowledge of the arts and sciences; and in which young ladies might derive, from polite literature and other refining influences, all the accomplishments of women of practical culture and Christian worth.

Adult Evening Schools.—In accordance with a suggestion in my first report, and in compliance with a law of the State, the school committee passed a vote that no scholars under fifteen years of age should be permitted to attend the Evening Schools. The influence of this action of the committee was very beneficial to the Evening Schools, the past winter, which were opened in Armory Hall, on Bedford Street, and in National Hall, on South Main Street. At the commencement, both halls were crowded; but after the lapse of a few weeks there was ample room for all in attendance. The whole number of scholars in both schools was three hundred and seventy-three; the average attendance in Armory Hall was one hundred and thirty-seven,—the number belonging, two hundred and twenty-five. The average attendance in National Hall was eighty-one,—whole number one hundred and forty-eight.

These schools were in session sixteen weeks. From the registers, it appears that the school in National Hall was visited eight times by the superintendent, and three times by different members of the committee; and that the other school was visited the same number of times by the committee, and "frequently" by the superintendent.

Our citizens may feel assured that the public money was not unprofitably spent the past winter for the support of the adult Evening Schools.

Superintendent.—DANIEL W. STEVENS.

NEW BEDFORD.

Government.—The government of the school-room has generally been considered an excellent illustration on a small scale of limited monarchy; but we have had now, for about two years, in the Fifth Street Grammar School, in the principal's room, a school that is self-governing, a little model republic and a very good model too. The girls and boys make their own laws and choose their own officers to execute them, and we challenge the State to produce a better governed school, whether considered in its general deportment, the work done, or the character evolved.

Howland Grammar School Association.—About two years ago Master Woodward, a boy in humble life in the Middle Street Grammar School, conceived the idea of forming a society for the prevention of profanity and vulgarity. The idea was well received by his teachers and comrades, and also by the superintendent, and a society has been organized called the "Howland Grammar School Association," in honor of Mrs. Rachel

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Howland, who had exhibited a deep interest in the undertaking, and had given substantial proofs of her desire for its success. On the Fourth of July last, this society held a public meeting in the largest church in the city, when addresses were made by several of its own members and by Mrs. Howland and other friends of the enterprise. Subsequently the society gave a collation in Pierian Hall, to which they invited the city government, the school board, the teachers of the Grammar Schools, and other friends. We hail this movement as being one in the right direction. A society of this kind formed by boys, among themselves, for themselves, and managed by themselves, as it is, is a precursor of a better state of things. Boys at this age are peculiarly exposed to temptation, and are more easily led astray than at any other time in life; and a society that will save them from the foolish, ungentlemanly and wicked use of profanity and vulgarity, will do more than save them from these sins,—it will save them from evils to which these sins lead; and as in the practice of wrong one seldom stops with the commission of a single wrong, so in the work of reformation, if these boys are properly encouraged, they will not stop until they have developed manly, Christian characters, and wrought their own salvation. We commend their undertaking to the kind sympathy and encouragement of the whole community.

Teachers' Salaries.—We bear cheerful testimony to the zeal, the devotion, and the faithfulness with which our teachers, as a class, apply themselves to their duties. Even the parents themselves do not manifest so much interest in the education of their children, as do these devoted teachers. We know of no class in the community who are required to perform service that demands so much time, labor and money to prepare one's self for, so much tact, talent and ability to properly perform, and which so severely taxes the strength and energy of the performers, that is so poorly paid as that of Public School teachers. It is true they are engaged in school but about six hours a day for five days in the week with their classes, but this is by no means all nor the principal claim upon their time. The successful teacher must ever be a learner. They should acquaint themselves with the progress in literature, in science and the arts. They should make themselves familiar with the new systems in teaching, and be able to decide on the best. A broad and liberal culture is essential to the thorough teacher, and so far as this is gained from books it requires money to buy them and time for their study. The salaries of our lady teachers have been increased the present year from twelve to fifteen per cent., while the salaries of the gentleman teachers remain substantially the same. It must be apparent to every tax-payer who himself supports a family, that our gentlemen teachers cannot, with their salaries, support a wife and children as a teacher's family should be supported. No one renders a better service to the community than the teacher, and it

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is a shame to us if his income from his teaching does not yield him an adequate support for his family. Not only should the teacher be paid a salary sufficient to meet current needs, but the salary should be sufficient to enable him to lay by something for old age, when he cannot teach. The duties of the teacher are as difficult of performance, their labors are as important and useful, as those of any class of persons in any department of life, and the same financial inducements should be held out to them, and the same rewards attend their faithful efforts, as to other callings in life. While he feeds the minds of our children, let us see to it that he has the means of keeping the wolf from his own door.

Chairman.—CHARLES ALMY.

The Primary Schools.—In last year's report I spoke in warm commendation of the reformation that has taken place of late in the management of this grade of schools, and expressed my purpose to request of the incoming board the means to fit up two of our primary rooms, in different parts of the city, with the requisite appurtenances for the practical application of the new methods, so that I might be able to give experimental lectures to the teachers of this grade.

Your board, with kindly promptness, seconded my desires; and the rooms, one in the Bush Street, the other in the Cedar Street school-house, were furnished accordingly. Before they were in readiness, I gave a series of lectures in the school committee room on the principles of the new system as distinguished from the old, and then transferred my efforts to the rooms in question.

I have not anticipated nor desired a sudden revolution in the management of our Primary Schools. Any such changes would be likely to be only flashy, superficial applications of the new system, that would do more harm than good. The teachers have first to understand intelligently and thoroughly the principles involved in this reform. They have then to feel their way by experiment, into the full and successful practical application of them, gradually substituting the new methods for the old. And what is equally material, and not within their power to compass, their school must be reorganized so that there shall be no more than two classes in each room.

These prerequisites will necessitate slow progress. In my own experimental lectures, I have to make haste slowly, practising as I must with little children, to whom what I seek to accomplish is strange and untried; and if I succeed in impressing on the minds of the teachers at each lecture, a single point of the multitude that pertain to the subject, I feel that I have done all that can reasonably be expected. Much ground, therefore, still remains to be passed over. But even thus far, I am encouraged to believe that real progress has been made towards the

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perfected results at which I am aiming. The teachers have given me their cordial attention. The best spirit is prevailing among them. To some of them the subject is not new; and these welcome all the more heartily the systematic consideration of what they have long felt a deep interest in, and made a partial application of. Many have already fully freed themselves from the trammels of the condemned rote method, and with intelligent resolution are steadily and auspiciously bringing their modes of teaching into conformity with the new order of things. And I think that the teachers of this grade, as a body, are prepared to accept the following propositions as the comprehensive basis of their school work.

1. The methods of teaching which have prevailed heretofore in our Primary Schools are entirely false; because they reverse the order in which nature develops the mind of a child. It is of the first importance, therefore, that a Primary teacher should comprehend the character of the youthful mind, and its mode of operation.

2. The faculties through which nature first develops the mental powers, are the perceptions. Therefore in teaching little children, the primary agencies of instruction must in all cases be things, objects, realities. Whatever cannot be thus taught is beyond their capacity, and to teach anything otherwise is to retard their development. Their intelligence is invariably to be appealed to through the senses. The concrete thing must precede its abstract symbol, the word; and not a step should be taken without associating sound with sense.

3. Eye, ear and hand should all be systematically taught, so that habits of accurate observation may be formed. The ear must be trained to discriminate with precision between different sounds; the eye between different forms, sizes, colors, appearances; the hand between different measures of weight and resistance, and those qualities that come within the scope of the sense of touch. These are foundation stones of a true education.

4. The body must sacredly be cared for if only for the mind's sake. Therefore, no constrained positions must be enforced; and physical exercises must be judiciously interspersed among the mental, to cultivate muscle as well as mind.

5. To keep a small child sitting still with nothing to do, is an outrage upon nature, and an individual and public wrong. Every child, therefore, must have something given it to do; some letter or word to copy or picture to imitate; anything except being assigned a senseless rote-lesson, and told to study it.

6. The minds of little children tire speedily; therefore from ten to fifteen minutes is as long as any recitation should be protracted in a Primary School.

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7. There is no really healthful and profitable instruction that is not agreeable to the learner; therefore the school-room should be made the most delightful place in the world, unless it be their homes, to the children who gather there.

Having settled down with clear intelligence on so much, which embraces in general terms all the principles that are involved, the way is open to the details by which they are to be carried out.

The High School.—The abolishment of the semi-annual examinations for admission to this school, so beneficial to the Grammar Schools, will ultimately prove, I am confident, of equal advantage to its welfare. The good effects cannot be fully realized at once, because, in the first place, the classes now in the school that entered in the fall must graduate at the same period; thus preventing a present organization on the basis of four classes only. Secondly, the present class-rooms are so small as to necessitate subdivisions of classes for purposes of recitation, that thus practically become equivalent to so many distinct classes; consuming, as the result of this enforced condition of affairs, a vexatious and damaging amount of time.

The Ungraded School.—This school was established last year as a doubtful experiment, a portion of the committee being opposed to it on several grounds. It was argued by some that it would not be praiseworthy economy to cull out the vicious and laggard elements from the various schools and concentrate them in a school by themselves; while others felt sure that a school so constituted could not practically succeed.

But the results of the undertaking have dispelled all misgivings. The school is an established fact. I think that the committee are unanimous in considering it to be an important feature of our school system; useful in itself and essential to the best interests of the other schools. It is, in all regards, a practical success; while the moral objections that had been expressed against it have been dismissed, because experience has proved that the evils that seemed to be inevitable may be prevented or restrained by careful supervision and discipline.

The school has averaged about ninety scholars, under the care of three teachers; the exceptional characteristics of the scholars demanding far more attention, and consequently a greater proportional teaching force than other schools. In the department under the immediate charge of the male principal are placed such boys of ten years of age and upwards, as through unusual ignorance, cannot be classed with those of their own age in the regular schools, or such as, through chronic laziness and indifference have been hindrances to their classes, or thirdly, such as, because of habitual misconduct, cannot judiciously be continued elsewhere. In the other department are placed such girls as, for many reasons, would be at

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personal disadvantage in the other schools, or detrimental to their interests; and the boys of tender age who answer to the same description.

Of course the intellectual progress of such a school cannot be very imposing. Necessarily subdivided into many classes, opportunity as well as good material is wanting to the possibility of rapid progress. But more express attention can be bestowed on each individual than could be given under ordinary circumstances; while in addition, the scholars are prevented from interposing those vexatious interruptions to the progress of other schools which would be inevitable were they distributed as formerly. Thus the advantages of the school to the peace, order and moral well-being of the other schools, are of a marked and vital character.

Such is a rapid statement of the organization and condition of the school, and the good effects of its formation on the other schools. As has been said, vigilant circumspection prevents or neutralizes the evils that had been feared. And let us congratulate ourselves that it is so. For the existence of such a school in a community like this is absolutely necessary to allay the anxieties of many parents as to the moral security of their children, and to bring in and keep in our Public Schools a class of scholars whose thoughtful home training makes them a very desirable and useful element. Just here occurs the point,—I almost dare to say the only point having a show of validity,—wherein Common Schools are brought into disrepute with a large and increasing number of the public. Their advantages, such will admit, are great; but the moral exposures they necessitate are fearful. It is questionable whether even boys should be subjected to them; and as for placing pure-minded, sensitive girls, in the formative period of their lives, in the company of the coarse and vulgar in speech and behavior, it is not to be thought of.

I repeat it, this is the only forcible argument that can be urged against a system of Public Schools; and it is so often urged, that it demands the most candid and serious consideration. On general principles, I believe most heartily in the democracy of education. I believe that the best kind of training for a boy, here in America, to fit him for the duties of citizenship, to empty him of all narrow, exclusive and arrogant notions, and break him healthfully into the roadways of his life-work, so that he shall know how to meet those who hail from every class of society to be found, on a common plane of manly and generous endeavor, is to bring him up in the promiscuous public of a Common School. And there are corresponding advantages to be gained by the girls of a community, whatever may be their station, in the opportunity to realize through the intercourses of a Common School, the impartial democracy of virtue and of mind; the universality of the ennobling characteristics of human nature; the profound truth, that it is very frequently contrasts of outward fortune alone, and not of personal worth, that separate between the lofty and the low.

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But I believe that such a charge as this against the practical influence of Common Schools, takes the question out of the range of general principles; and that those parents who honestly prefer it have a claim to our sympathizing and respectful attention. This admission, I am aware, will be promptly met by two replies, from two very different points of sight. On the one hand, it will be said that human nature is human nature everywhere, and that the moral distinctions supposed to exist between Public and Private Schools are less real than might at first appear; that Private Schools are select only because various individuals, following out their preferences, select to send their children there; and therefore one is by no means sure of bettering the moral surroundings of his children, by changing them from a Public to a Private School. Moral dangers pertain to every kind of school. The difference will be found to be limited almost entirely to the coarseness of the impurities in the one case, and the refinement of them in the other. And moralists are by no means decided which of these aspects of impurity is, on the whole, the most pernicious.

On the other hand, it will be bluffly asserted that all squeamishness on the subject is ridiculous. Children, and especially boys, must be exposed to temptation sooner or later, and it is better for them to get broken in early. Let them meet all sorts of children at school. It's all the better. It's good for them.

Against this latter reasoning,—very common I am sorry to say,—I enter my indignant protest. He who consciously subjects his child to unnecessary moral exposure, flies in the face of the claims of human nature and of the God who made it. The Saviour taught us to pray, "Lead us not into temptation." And if there be less moral exposure in a Private than a Public School, by all means let the children attend Private Schools.

But that is the question; and without drawing any invidious distinctions, I close these brief references to this important subject by expressing my profound gratification that the Ungraded School, established in part for purpose of freeing our schools of those elements whose influence might be pernicious, has proved, in this and other regards, so signal a success. Without being forced upon elaborate pleas to vindicate Common Schools, this board is practically saying to our citizens, Come, one and all, send your children to the Public Schools. We will employ as teachers only those whose characters are unexceptional, and enjoin them to maintain a diligent watch over the moral condition of their schools, and to protect from adverse influences every child committed to their charge. And whenever a scholar shall, through speech or behavior, exhibit traits that may imperil others, that scholar shall be removed to a more appropriate school. Profanity, vulgarity and every injurious form of coarseness shall be earnestly and unremittingly discountenanced; and truth, purity and

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refinement as steadily praised, illustrated and supported. Let all have faith in our Public Schools.

Howland Grammar School Association.—The chairman of the board has spoken in terms of warm commendation of this organization. The interest and importance of the subject will justify some further details.

In the year 1835, the brother of the writer was master of the Hawes Grammar School, in South Boston. It stood in what was at that time a sparse and not very refined neighborhood, and many of the scholars were very profane. Anxious for a reform in this particular, the master instigated some of the purer and manlier among the boys to form a society for the suppression of the vice. The plan succeeded. The society soon became a power in the school; and, finally, whoever was not a member of it lost caste among his school-fellows.

One day the noble Amos Lawrence, on one of his habitual horseback rides, was passing the school at recess time, when he stopped his horse, and said to one of the boys near by, "Why is it that when I ride by any of the other Grammar Schools when the boys are out, I am sure to hear more or less of profanity and vulgarity; but here, where I should expect to hear more perhaps than anywhere else, I hear little or none?"

"Oh, sir," the boy replied, "we have a society pledged against such things."

Deeply interested, Mr. Lawrence inquired more closely into the history of the society, and the next day the master received a congratulatory note from him, inclosing fifty dollars towards the library of the society. He remembered it on subsequent occasions in the same manner. And when the Lawrence School was formed out of the Hawes district, it perpetuated the Hawes School Society in a new and more complete organization, taking the name of Mr. Lawrence, who gave to it between that period and the time of his death nearly two thousand dollars.

It has long been one of the cherished purposes of my heart, if ever circumstances would allow it, to repeat in some Public School or other this successful and most useful experiment. And I had not been long here, when I casually discovered that a similar society, organized by Master John Woodard, of the Middle Street Grammar School, was already existing in that school. It was small in numbers and limited in influence; but it suggested the immediate possibility of a wider field of action and greater results.

It called itself "The Howland Grammar School Association for the Suppression of Profanity and Vulgarity," taking the name of an honored lady of the city who, at the first intimation to her of the formation of the society, had hastened to show her heartfelt interest in its existence and purposes.

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The school committee likewise gave the society confidence and hope through their generous recognition, and grant of the hall under their control for its meetings. And our citizens generally expressed their sympathy with the movement, by donations that enabled the association to inaugurate its existence on the Fourth of July, by public exercises and a bounteous collation.

Thus sustained and invigorated, it has gone forward in a career of steady prosperity and influence. It now numbers one hundred and twenty-five members. Its meetings are carried forward usually in the most orderly manner, the members becoming more and more familiar with parliamentary usages, and studying earnestly how to practise them in a dignified, manly way. A late trial of a member for breaking his pledge was conducted with such a sober appreciation of the moral interests involved, as to be deeply impressive.

Literary exercises alternate with the business meetings, in which the members practise themselves in debating and declamation. And thus the association is not only of value as a moral agency, but is directly and powerfully efficient in supplementing the instructions of the school-house. It is delightful to me to recur to the creditable spirit that the great majority of the members have all along manifested; and their determination to render the existence of their association of the greatest possible value.

Corporal Punishment.—The use of corporal punishment in schools, freshly brought to public notice by an instance of its real or fancied abuse in one of our cities, has stirred up no little agitation of late. Meetings have been held in various quarters to discuss its propriety; gentlemen of the highest reputation and influence as educators or philanthropists, have denounced it as a blot on the civilization of the age; and some of our communities have taken the decisive step of forbidding an appeal to it under any circumstances, in some, if not all, of their schools.

The public seem to be demanding the intelligent discussion of the subject, and to know precisely where their school authorities stand upon it. It becomes us, therefore, to take it into deliberate and candid consideration.

The chairman of the board in his report, has briefly but clearly presented the views of the majority of the members on the exciting theme. And I take occasion to add a few thoughts that I trust will not be out of place.

I remark, first, that all our sympathies, in the abstract, are with those who would abolish corporal punishment. Our schools are for the instruction of our youth; for the culture of their minds and the elevation of their characters. They are in no sense institutes of correctional police. Anything like vindictive or retributive penalty is out of place in them.

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The remark sometimes carelessly escaping the lips of a teacher respecting an offender, that "he deserves a good whipping," betrays an animus that entirely mistakes the object of school discipline.

I am disposed to go farther than these generalities. There are solid grounds, both in theory and practice, for believing that the use of the rod in schools is a dangerous instrumentality in a moral point of view, that it need be resorted to at most only on rare occasions, and that we should set our faces steadily towards its final abolishment.

For, in the first place, no man in his senses favors recourse to it, now-a-days, on any theory of its abstract utility. On the contrary, it is emphatically laid down, even by its most strenuous advocates, that it is never to be administered for ordinary delinquencies, never until milder means have first been exhausted, and never unless it be made to operate on the moral sensibilities as well as on the physical. Now let these three conditions be fairly carried out, and nine-tenths of the corporal punishment inflicted in our schools would instantly cease.

Again, let us examine closely into the validity of the last of these conditions, viz.: that the rod is never to be resorted to unless it be made to operate on the moral sensibilities as well as on the physical. I strongly doubt the fact of a connection of any sort between a smarting back or hand and the moral sensibilities. The logic that would establish it must, from the nature of the case, be exceedingly lame. There are no doors of admittance to the higher nature that can be made to open smoothly and directly by applying the oil of birch to their hinges. And if this be so, then the use of the rod is at once estopped, according to the conditions, in any and every case.

Again, it is an argument of the defenders of the rod, that if home discipline were what it should be, there would be no need of severity in our schools.

This is doubtless very true. But the reflection springs at once to the mind of the philanthropist, that the class of homes from which those scholars come who are most disorderly at school, is, for the most part, that in which the standard of character is degradingly low; in which ignorance and passion are prime ministers; coarseness of speech and behavior are the rule of conduct, and blows and curses perhaps, are as common as the hours. Therefore the finer sensibilities of the children have become blunted or imbruted; and such children, surely, who would seem at first glance to be governable only by brute force, are of all, the ones who should be made to feel it least. Instead of reproducing in school the low principles and methods of government that have already demoralized them, we should be careful to surround them with an atmosphere of love and sympathy; we should set the genial, winning regime of the school-room in the strongest possible contrast with the coarse brutalities or neglect

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of their homes; we should make them feel that they are thought of and cared for; instead of stern reprehension, enforced by blows, they should witness the tears of our pitying grief at their perversity; they should always behold in their teacher a beautiful example of the noblest type of character; and we should thank God if, by such means, we can get a ray of Christian sunlight into their benighted souls.

I am glad to report that there is comparatively but little corporal punishment in the schools of New Bedford. The subject receives my constant attention, and our teachers often consult me as to their duty in regard to it with conscientious scrupulousness and a heartfelt desire to practise the best methods of discipline. We are all anxious and resolute to reduce the use of the rod to a minimum, as determined by what is requisite for the good of individual transgressors, as well as the preservation of due government in the schools.

Meanwhile, in view of all our teachers, there are the illustrious examples of those who are succeeding admirably under the most adverse circumstance, without an appeal to force! Their success is due, without question, to remarkable personal endowments. Such rare endowments, no doubt, are "born, not made." Yet it is possible to acquire such lofty principles, such an impressive self-control, such refinement of feeling and manners, and such an efflux of spiritual truth and life out of deep, living fountains within, as to compensate in good part for what nature has withheld, and endow with the most persuasive power. To these acquirements and consequent triumphs I affectionately commend our teachers.

In closing, I take occasion to warn our teachers, that through their desire to avoid multiplying cases of corporal punishment, they do not fall into the habit of having recourse to practices which exert all the pernicious influences attributed to formal and acknowledged corporal punishment without any possible good effects. I refer to such acts as boxing the ears or mouth, pulling the hair, shaking the shoulders, placing in constrained or tiresome positions, shutting up in closets and the like. For whatever inflicts bodily pain or places in physical fear is, strictly speaking, a corporal punishment. Let us have none of these petty, dodging substitutes, under any circumstances. If the judgment and conscience say that punishment must be inflicted, let it be inflicted, and honestly and fairly recorded. Better anything than a resort to what is in reality a confession, not only of the want of objective, moral power, but also of proper self-control.

Is our Teaching the best kind of Teaching?—It becomes my duty in my annual report, not only to give an account of the schools, but to make such suggestions as I may think important to their future well-being. And in compliance with that duty, I desire now to ask your attention to some thoughts that I trust you will not consider of slight value. They

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concern the course of study and methods of teaching in our Grammar Schools.

Are the existing notions of the relative values of our Grammar School studies so just and true to the demands of nature and society, that they should remain precisely what they have been for a hundred years? Is not more, far more, to be gained to the cause of education by a readjustment of those values?

This is certainly one of the most important questions that can be put to educators at the present time. With a settled uneasiness in many minds that the Common School system is far from producing what is reasonably to be expected from its splendid machinery and equipments and vast expense, it is time to be finding out if possible, what is accountable for a performance so little in keeping with the promise.

I am limiting the steps of my present inquiry, as will be perceived, to Grammar Schools. I do so with express and serious purpose. For it is the Grammar Schools of the land, and not the High Schools and colleges, that should be the paramount objects of attention and concern, as illustrations of the success and worth of a Public School system. It is the object of enforced education through enforced taxation, it is indeed its only justification, to prepare the children of the whole people to become, not so much splendid scholars, as good citizens. Good citizenship is the ultimate of the legitimate purposes of a governmental system of free schools. The higher culture provided for in the higher institutions of learning is, of course, in certain relations, of inestimable value. But it is in the Grammar Schools that the great mass of the men and women of the land obtain all the fitting, so far as school instruction can prepare them, for the duties and engagements of life. Take for illustration our own city. At a rough calculation, more than three hundred scholars enter the Grammar Schools every year. Yet of these only an average of seventy become members of the High School, and of that seventy, nearly one-half drop gradually out before the end of the second year, thus making their Grammar School learning comprise the bulk of their attainments. What an immense percentage of our youth, therefore, terminate their study when they leave the Grammar Schools, as compared with any other class of schools! What a paramount position, in very truth, that grade of schools maintains in the grand educational system; and with what intense solicitude should their condition and progress be watched!

Pursuing our inquiry, I ask now, what is it that we should have in view to accomplish, as the chief object, intellectually speaking, of an ordinary Common School education?

1st. To supply the mind with materials to work with, and instruments to work by. 2d. To develop, train and strengthen by discipline, its

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powers. I think that these two definitions embrace the elements of the whole question.

And how are the studies pursued in Grammar Schools, as now selected and taught, effecting these purposes?

1. First comes arithmetic. What does that accomplish for the mind that it should enjoy the immense preference in esteem over the other studies that is so universally awarded to it?

In the first place, does it furnish the mind with its choicest instruments to work by? Certainly not. The special instruments of arithmetic are figures; the symbols of number and quantity. And important as these may be in the practical work of life, their range of usefulness, from the very nature of the case, is immeasurably inferior to that of words, in view of the general operations of the mind. It is in words or language, that we have the glorious store-house of the instruments, by which mainly, thought, in its lowest and highest ranges, its widest reaches, its interior workings and its exterior applications is to wield its powers and achieve its masteries. It is even a mooted question whether it is possible to think at all without words. And in every word that may be garnered up in the mind's vocabulary, not as memorized by miserable rote-work, but thoroughly understood, its meaning and uses clearly apprehended,—whenever it occurs in study or comes back to recollection, one has the skeleton of a living idea; yes, perhaps the germ of a whole train of ideas. He has an appeal to the reason, furnishing data for its judgments. Or he has images for the imagination, starting it forth on glowing excursions, perhaps to soar up to the very fountain of life and light, and deal with the eternal elements of being. Even arithmetic would be sorely hampered in supplying its special symbols to the mind, if it were not for the assistance of words. And how inevitably meagre indeed, the furnishing that the mind gets from those special symbols, in comparison with the range of activity that is opened to it through its mastery of words!

In the second place, is arithmetic of such superior importance as a means of mental discipline, that it should usurp the foremost place in the Grammar School course of study?

I think that just here we find the chief bulwark of its pretensions. The mathematics,—and arithmetic as a part of it,—has been quite generally held to be so admirably qualified to discipline the mind, as to deserve almost exclusive rights in this regard. I will not delay to consider the why and wherefore of this confidence. The reasons are familiar to all. But I will proceed at once to examine whether the investigations of the metaphysicians into the philosophy of the subject would lead us to anticipate, or our practical observation to rely upon, any superiority of the kind.

Sir William Hamilton says, "If we consult reason, experience, and the testimony of ancient and modern times, none of our intellectual studies

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tend to cultivate a smaller number of the faculties in a more partial manner than mathematics." And again, he says, "For men in general, no study is more utterly worthless than that of mathematics." Madame de Stael writes, "Mathematics do habituate to collect, to appreciate, to concentrate; the attention they require is, so to speak, in a straight line." Le Clerk says, "When mathematicians attempt to judge of the administration of public or private affairs, they arrive at conclusions the most absurd."

Pascal says, "Thus it is rare that mathematicians are observant or that observant minds are mathematical." And to draw on German metaphysical and educational authorities of the highest celebrity. Niemeyer says, "It is a fact notorious in all schools, that minds which manifest a partiality for this class of abstract representations possess the feeblest judgment in reference to other matters." Bernhardi writes, "It is asked, do mathematics awaken the judgment, the reasoning faculty, and the understanding in general to an all-sided activity? We are compelled to answer, no." Goethe said, "The cultivation afforded by mathematics is in the highest degree one-sided and contracted." And Lichtenberg, of Goetingen, says, more bluntly than all, "Under the head of mathematicians are included the veriest dunderheads in existence, incapable of any business whatsoever, which requires reflection."

For myself, believing as I do in the existence of the mind as a congeries of distinct faculties brought into mutual consciousness and unity by certain common powers that serve as connecting links to the whole, "it stands to reason," as the phrase has it, that these very plain statements should be perfectly true; that the faculty of numbers should by exercise, discipline nothing particularly except itself. And I think that the employment of our common sense and observation will lead us to the same conclusions. Look abroad, for instance, through the ranks of society and the walks of business life. Fasten your attention on those specially distinguished for mathematical power. Are they specially distinguished also for the clearness and comprehensiveness of their reasoning, their logical precision and just conclusions in other channels of mental action and in connection with other affairs? Is there any superiority in their general mental work that may fairly be attributed to the influence of their arithmetical training? I dare to answer, no.

Thus it appears, both from the dicta of noted metaphysicians and the testimony of personal observation, that there is nothing in the effects of the study of arithmetic on the mind to lead us to give it pre-eminence as a disciplinary instrumentality.

It remains to speak of it as a medium for supplying the mind with materials to work with. Let it be carefully borne in mind all along, that I am not attempting to prove that this study is of no value. Far from it. I am only striving to ascertain its value as compared with the other studies

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that usually accompany it. I am inquiring whether it is so relatively important that it should be allowed peculiar prominence, while some other studies, as reading, for instance, receive comparatively slight attention. Arithmetic does furnish the mind with material to work with. All the ordinary business of life, such as the production, preparation, and distribution of commodities, involves the consideration of many things in their quantitative relations. In all processes of mechanism, number comes needfully in in a thousand ways; and no problem can be propounded in the course of arithmetical training that has not connection more or less with other channels of thought than what pertain to number and quantity, and is not suggestive of various knowledge. But after all, is not this suggestiveness more dependent on the language in which the problems are stated, as such, than on anything that is purely arithmetical? And have we not reason to believe, consequently, that just as much could be acquired from the use of words in entirely different connections?

2. We come now to the consideration of grammar; in the second place, because, according to the current relative values of Grammar School studies it holds the second rank.

We teach grammar scientifically, as low down as the fourth classes in the Grammar Schools. Every day, even scholars so immature as that are drilling on its abstract definitions. And have any of you, gentlemen, ever paused to ask yourselves,—just as we ask the children when we visit the schools, to explain the principles of their school work,—What is all this for?

Is it to discipline the mind? The majority of those who are put upon the study have not the slightest insight into the philosophy of language, no familiarity with its use, and consequently no power to appreciate the relations existing between it and its scientific structure. And how, under such conditions, is any real, mental discipline to accrue from the scientific analysis of it? The gross inconsistency of any such expectation is fully apparent.

Again, is grammar intended to aid the scholars to acquire a knowledge of the structure of our language, to instruct them in the art of composition, and to give them the power to express themselves freely and correctly? Are these results to be gained by it? Let me ask, in return, what solitary instance can be brought forward of the accomplishment of such an end by such means? It presupposes a logical absurdity. Locke says, "If grammar ought to be taught at any time, it ought to be to one who can speak the language already." Herbert Spencer remarks upon "that intensely stupid custom of teaching grammar to children." Marcel says, "It may without hesitation be affirmed, that grammar is not the stepping-stone, but the finishing instrument." Another prominent English educator sensibly writes, "Grammar and syntax are a collection of laws

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and rules. Rules are gathered from practice; they are the results of induction to which we come by long observation and comparison of facts. It is, in fine, the science, the philosophy of language. In following the process of nature, neither individuals nor nations ever arrive at the science first. A language is spoken and poetry written before either grammar or prosody is even thought of. In short, as grammar was made after language, it ought to be taught after language."

I do not hesitate to say without qualification, that the study of grammar, scientifically and methodically, anywhere below the first classes in the Grammar Schools, is an absolute waste of time. It neither disciplines nor instructs; and it can be of little or no use even in the first classes, unless there shall first have been a course of appropriate study that will have imparted some scope and freedom in the uses of words, the construction of sentences, and the expression of the ideas.

I ask again and pause for a reply, why are our children put so early at the study of grammar? Who can answer, unless it be according to the suggestion of Herbert Spencer, penned in a similar connection, that it has been customary to do so from time immemorial, and therefore we do it.

3. The third study in the order of relative values, is geography. And I should be disposed to allow it the full place and consideration which have been accorded to it, if only it might be properly taught. Heretofore it has been wretchedly otherwise. In the first place, no text-books are more vexatiously faulty than those of this study. It would seem as though common sense had been so coolly set aside at the start by those who have prepared them, as not to be regarded in the least. The three most prominent errors in their construction are, first, beginning with the scientific generalizations that are the fruits of the ripest culture; second, an illimitable range of map questions, mixing up important and unimportant localities and geographical features in undiscriminating confusion, and lumbering the memory with a mass of dry, disconnected facts; third, a separate description of the climate, productions, etc., of every distinct political State on the globe, including the several United States, necessitating an independent act of memory in each case, when if the all-controlling climatic and other general laws had been made the basis of the instruction, the position of the various countries on the earth's surface would instantly suggest their temperature and staple productions, and the senseless, disintegrating details that must now be encountered have been avoided.

4. I dismiss the next study in the order of values,—spelling,—by simply remarking, that the orthography of our language is so arbitrary and unsystematic in relation to its pronunciation, that the correct spelling of its words must be learned mainly as an act of memory. And it would seem to have been settled by experience, that only in early years will the

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memory faithfully perform this office. Therefore, I would have spelling thoroughly taught, care being taken, however, not to run the study to an absurd excess by exercising the scholars upon words that they are never likely to encounter in practical life, merely because they are in the dictionary and peculiarly hard to spell. This constitutes one of the most ridiculous of displays.

We come now to reading; and, as has been virtually affirmed all throughout my reasoning, this is the study that should transcend all others in our esteem, and take precedence of all others in the curriculum of our Grammar Schools.

But let me be fully understood. I use the word reading, in no limited and technical sense. But I adopt it as a general term, under which I would include all the methods by which language, in every true sense of the word, is to be taught.

Therefore, in the first place, I would have reading made a frequent and familiar exercise. I do not mean either the humdrum rotework that it is so often narrowed down to, where the object to be gained is merely to familiarize the scholars with the words so as to enable them to pronounce them intelligibly, and to some extent perhaps intelligently, yet with no adequate mental grasp of the facts or sentiments that they are employed to express; nor, again, that drill, over and over, on a few selected pieces for the sake of perfected modulation, which, when it limits the instruction in reading given in Grammar Schools, as it often does, is a wicked perversion of the radical intent of the study; but that frequent intercourse with the best authors through the choice selections contained in our reading books and otherwise, the teacher's whole soul being thrown with enthusiasm into the exercise, whereby thought will be aroused, the range of knowledge steadily increased, words learned and treasured up as the symbols of clear and delightful ideas, a taste imparted for pure and instructive literature, and a love of reading awakened, of a substantial, improving kind, that shall thenceforth, leading on to familiarity with the noblest works in prose and poetry, become the mind's self-wielded instrument in a process of culture that shall not cease so long as life remains.

Again, in this connection, there is the practice of composition; not the hateful taskwork of cudgelling the brains to make them render up ideas on some difficult, abstract subject, that the teacher, who half deserves to be cudgelled himself for imposing such a task on immature minds, has assigned to be written upon; but composition that the interested scholars shall not imagine to be that frightful thing; now an an object lesson, first pleasantly given, to be written of in detail; now, again, a brief, impressive anecdote or story, first clearly and intelligently read by the teacher, to be allowed to slumber in the memory for some hours, and then put on paper, with as close an adherence to the original as possible; a third time, a letter to be

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written to some friend describing certain events that have been witnessed; a fourth time, a list of prescribed words to be wrought into connected sentences according to their meaning. These are a few of the many ways to make the writing of composition, so invaluable as an aid to the study of language, as attractive as it is useful. And it should be practised in some of these ways, not once a week only, but every day.

It is understood, of course, that reading, as I would have it taught, is to include constant attention to the meaning of the words, and the character and force of the sentiments of every passage that may be read. And in this connection might occur from time to time, discursive exercises, to introduce a range of instruction, now, to speak in general terms, wholly unknown to our Grammar Schools; and yet of such indispensable importance as a means of furnishing the mind with available resources, that its neglect seems absolutely astonishing. I refer to the scientific and artistic facts that are explanatory of the objects and occurrences of daily life. What a world of knowledge of the most interesting, suggestive and valuable character is related to the commonest things and events that cross our pathways, and in what darkness we shut up our Grammar Schools in regard to them! The principles of natural philosophy and of art illustrated in the locomotive, whose whistle and rumble are in everybody's ears, in the telegraph whose wires stretch along all the main thoroughfares and railroads, in the mechanical inventions whose buzz and whirl are heard in all our workshops, in the freezing of water, the ascent of smoke, the blue of the heavens, the cooking of food, the travel of clouds, the draught of chimneys, the manipulation of metals, the fabrics that make up our clothing, the glass and crockery on our dinner-tables, the steel that is hard while iron is soft; yes, in the how and wherefore of everything with which we have to do; are our children to be drilled on arithmetic and grammar exclusively, and never be taught these other things so important to every day's intelligent action? It is a wrong and a shame, as I believe.

But it may be said, In this allotment of studies you are reserving no margin for the discipline of the mind.

A few words only will suffice on that point. It appears to me to be the height of absurdity to require scholars to pursue certain specified studies for the sake of disciplining their minds, such studies being valuable chiefly for their assumed power to effect this object, when those scholars are not likely ever to have opportunities to supply their minds with such intelligence as will bring the discipline into practical use. And this is certainly the case with the great majority of those who go from our Grammar Schools directly into active life.

I have thus examined into the relative values of the studies ordinarily reckoned as belonging to a Grammar School course, with the exception of

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history; that I have reserved to speak of in another connection. And if I were to do full justice to the important theme, I should now point out the relations of these studies to each other according to the new values that I put on them. But I have neither space nor inclination to do this. For the first thing to be accomplished is, to produce in our own minds and the minds of the public a conviction that a readjustment of values, in harmony with my previous reasoning, is a matter of vital, pressing interest. Then such a readjustment will readily and normally ensue. I will dismiss the point with a few general hints.

The fundamental principles of arithmetic are to be thoroughly taught, of course. But I would have them taught in view of their usefulness and not of the drill they require. And the moment that school authorities are willing to accept such a basis for the study, their schools will gain time enough now spent on arithmetical drill for the mere sake of drill, to acquire an incalculable amount of knowledge of language and its invaluable subsidiary applications. As the studies of Public Schools are regulated, the portion of arithmetic allotted to each class throughout the several grades, is almost always a step or two in advance of sufficient maturity in the scholars fairly to understand it. The result is that the teachers spend hours upon hours in striving to find an orderly lodgment in in their brains for that for which nature has not yet made a place.

Now why not save all this strain and time, by adapting our allotment of the study to the intelligence of those who are to learn it? True, we must make our scholars work; work hard. Study is good for nothing in any sense without hard work. But there is all the difference in the world between the activities of a mind that is healthfully put upon its energies within the sphere of its capacity, and those that it exerts in a miserable struggle to grasp what is beyond its reach. Make a child open its eyes to the light, if the light be before them; but for conscience' sake as well as the mind's sake, do not require it to see, when there is no light. Small advantage can come of that.

Next, as to grammar; below the classes where I have already indicated that I would have it systematically taught, enough of it for the necessary purposes of study, such as the parts of speech and their chief uses and relations, could easily as well as pleasantly be learned in connection with the reading lessons, without any text-book at all.

History I would have made a prominent study in Grammar Schools; at least that of our own country. And this, not only because of its abstract importance, but because the text-book of it can be used as one of the reading books; and thus in the lower classes, before the subject is fairly taken into account as a positive study, the text can be read over, the words explained, the facts grouped and illustrated by the teacher, and the minds of the scholars put in genial readiness for the time when lessons

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will be assigned in it to be thoroughly learned. Our Grammar Schools are already thus using their histories to good advantage.

I have already indicated, with sufficient accuracy, the relative positions that I would give to geography, reading and spelling; and, briefly remarking that I would have writing carefully and constantly attended to, not in formal copy-books only, but in various practical ways, and that I consider systematic instruction in music and drawing of indispensable importance to a complete training of the powers and senses, I close my remarks on this deeply interesting theme.

Superintendent.—Henry F. Harrington.

RAYNHAM.

Moral and Religious Teaching.—All educators and legislators in our Commonwealth are agreed that the teacher has not done all his or her duty to the pupils of a school, when he has done his best to cultivate the understanding, the memory, the reason, and the imagination, in short the intellectual powers; but that important as this work is, there remains a far more important work to be done, viz.: the fit culture of the heart, the right development of the conscience, and of the entire moral nature of the soul. Denominational peculiarities entirely aside, we have a vast and rich common domain given to us for cultivation, which will abundantly repay our most wise and strenuous efforts, and the importance of its culture in all its parts, no mind of either patriot or Christian has ever yet duly appreciated. Teachers, as well as parents, should be frequently reminded that the wise and benevolent laws of the State require that the principles of piety and morality shall be taught in all our schools.

That eminent and truly candid and philosophical observer and writer upon American institutions, Alexis de Tocqueville, says—"The Americans of all classes and parties hold morality and religion to be indispensable to the maintenance of republican institutions. Despotism may govern without faith, but liberty cannot. How is it possible that society should escape destruction, if the moral tie be not strengthened as the political tie is relaxed? and what can be done with a people who are their own masters, if they be not submissive to God?"

School Committee.—Wm. J. Breed, Nathan W. Shaw, Chauncey G. Washburn.

SEEKONK.

In no better way can parents show their deep interest for the welfare of their children, than by often listening to their recitations in the schoolroom. Teachers are thus encouraged in their arduous work, and pupils are stimulated to greater diligence in their studies. By such frequent

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visits parents will be able to judge for themselves, not only of the capacity of the teacher to govern the school, but of his method of instruction, his fidelity in the discharge of his duties; and particularly will they become acquainted with the trials and difficulties that teachers have to encounter; and instead of listening to every fancied wrong reported, and often exaggerated by the aggrieved sufferer, they will be able to ascertain the whole truth before forming an opinion in any particular case. Where there is perfect harmony between parents and teachers there is seldom any difficulty in the discipline of the school. There are also duties and defects in teaching, of which teachers should often be reminded. The besetting sin of many teachers is their proneness to ridicule their pupils, to make invidious comparisons, and to provoke them to bitter sarcasm and vulgar epithets. To succeed, a teacher must gain the confidence and affections of his pupils. He may have the most splendid talents, the most exact knowledge, and may be earnestly devoted to his work, but without this, the most vital element to success will be wanting. And this can be secured only by a kind, urbane and courteous manner in the school-room. There must be some sunshine in a teacher's soul, a warm and glowing sympathy that will excite corresponding feelings in their pupils. If they are cold, distant and repulsive, they can never reach the heart. And if they would enkindle any enthusiasm or awaken any zeal in their pupils, there must go forth a kind of magnetic influence to every member of the school; and the tones of their voice, and the expression of their countenance, must indicate a kind and sympathetic spirit within. An irritable, nervous teacher, who is ever fretting and scolding his pupils for every omission or neglect of duty, has no moral power whatever with his school.

The most successful teachers are those who are calm, equable in temper, kind and dignified in their intercourse with their pupils, firm and decided in maintaining the right, and who can administer reproof and correction without giving offence. This should be the constant aim of every teacher. Many a teacher of excellent scholarship and of good ability to control a school, who can manage an unruly scholar, fails to win success in teaching, simply from want of benevolence, of interest in his pupils.

School Committee.—SIMEON M. NASH, SHUBAEL H. GOFF, CHARLES R. READ.

SOMERSET.

But there is one advantage of a municipal system, obvious to all. It places the power of selecting teachers where it always ought to be, in the hands of the school committee. The prudential committee system violates the plain business principle that an agent should have a good knowledge of the work to be done. But they are not presumed by law, nor do they

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generally assume, to have a good knowledge of the fitness of a teacher, or of the peculiar wants of the school. Their knowledge on these points is too generally the result of accident.

The selection of a teacher is an important work, for the character of a school is generally fixed when the teacher enters. We may have good houses, well supplied with every auxiliary, a proper classification, a right public sentiment and an earnest committee, still the teacher has the work to do. The committee may suggest, advise, urge it may be, yet the principal work goes on in the teacher's own way.

The system is a continual embarrassment to the school committee, who are invariably held responsible for results. It is no answer to say that it is their special business to determine the fitness of the teacher, and therefore they ought to be responsible. For when the prudential committee does the best he can, the candidate, though evidently possessing high literary attainments, may yet fail to satisfy the committee that he is qualified for the situation in view. Such cases are frequent, and often occur only a few hours before school is to begin. It is late Saturday night, notice has been given that school will begin the following Monday, the teacher has come from a distance, perhaps has taken a boarding place, may be a person of culture, possessing the most estimable character, yet unqualified for the situation. What shall be done? It is easy to say the duty of the committee is plain. But there is no reason to hope for any better result, if they try again. The committee might consider the candidate better qualified for some other school in town, to which they would gladly assign him, in a choice of evils, and thus partially escape the dilemma, but they have no alternative. They must either approve against their judgment, or reject one who firmly believes himself qualified, who, perhaps, has often been approbated by committees, and who may possibly succeed after all. Rejection would be to him not only a cutting disgrace, but an injury to his reputation, in localities where he might succeed. Candidate and friends would perhaps resent it, everybody would be disappointed, and only the committee censured. Is it surprising that the committee, in view of all these things, and the fact that they can close the school, if absolutely necessary, should hesitate to say to the candidate that he is not qualified for their purpose, and allow him to make a trial?

The school begins, and the first few days show plainly that it is a virtual failure. But the failure is not so complete as to justify a dismissal, especially as the same difficulties might again have to be encountered. Besides, the teacher may have the faculty of pleasing the children by indulgence, and thus create a temporary public sentiment in his favor, which would not sustain such a proceeding. The school goes on to the close; the children have acquired bad habits, if nothing else; the public

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money has been worse than squandered, and a precious year has been wasted.

If, in such cases, the committee had any assurance of better success in another trial, rejection might oftener be a plain duty, which, though unpleasant, they would perform with less reluctance. But they have no power, and there is no time to experiment, and they are often thus compelled, in a choice of evils, to allow a teacher to go on, whom, though qualified perhaps for some schools, they never would have selected for the one to which he is assigned.

Many of these disagreeable and disastrous results would be avoided by leaving the power of selecting teachers in the hands of the school committee. Nor need this change be delayed. The others, equally necessary, would be attended with some expense, and when accomplished, would be permanent, and time may be required for the public mind to become convinced of their utility. But without any expense or risk, or action even, this may be at once effected, for in the absence of action by the town, the statute gives the power to the school committee. But if we are still longer to suffer the evils necessarily attending this system, we call upon prudential committees to exercise the greatest care in the selection of teachers.

School Committee.—Geo. B. Buffington, Wm. H. Pierce, D. R. Purinton.

TAUNTON.

Graded Schools.—The system of gradation continues to exhibit more and more fully its superior value above mixed schools, in the facility of a fuller instruction, in a more thorough classification, in a livelier enthusiasm, and especially in a greatly increased percentage of attendance. The Cohannet schools have enjoyed the system long enough—some eight years—to develop fully its superiority; and the Weir schools, graded two years ago, are exhibiting the same advantages in attendance, interest and progress. It is the purpose of the committee to introduce the same system as fully as possible and as rapidly as suitable school buildings can be provided.

School Committee.—Andrew Pollard, Erastus Maltby, Mortimer Blake, Thomas J. Lothrop, Harrison Tweed, Nathan S. Williams.

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PLYMOUTH COUNTY.

ABINGTON.

Since our last report public attention has been extensively directed to the subject of school-discipline, and events in our midst, to be introduced in their proper place, have led many of our fellow-citizens to regard it with a new interest. Our views have been asked, and we have nothing to conceal.

The necessity of good order in our schools is universally conceded. There must be quiet; there must be obedience. The authority of the teacher is to be respected and maintained, and all pupils, from youngest to oldest, are to understand that the demand for subjection to wholesome laws is absolute. How this idea shall be fixed in the mind and reduced to practice, is the great question. It is not enough to urge it in a report or to reiterate it in the schools. All this may be done, and yet disorder be enthroned in the school-room.

The result desired is as intimately connected with professional skill, native or acquired, as is instruction in its restricted sense. Some minds are naturally gifted with the power of controlling others. In other cases, what is not native may be gained by a careful study of the human mental structure, and the methods of inducing a given course of action or abstinence. In order to train to good conduct there must be the infusion of good principles, and these inculcated, not by a single announcement, but by frequent and patient presentation.

A child has a conscience which is always on the side of the right, and this assistance the teacher should ever invoke. That the instructor requires an act, renders it obligatory unless it is wrong; but when it is shown to be for the interests of the school, for the welfare of the individual pupil, there is a claim of aid from the moral powers. An arbitrary command does not make its appeal to the moral susceptibilities, like a call upon the heart.

A good teacher governs much by means of the affections. A demeanor which shows that there resides in the instructor's soul a strong affection for the pupil, and a desire for his welfare, irrespective of the emoluments of his office, does very much in the way of control. This is an utter indispensable in the management of a school. There is nothing to take its place. One who can do nothing in this way, has no vocation for the teacher's solemn charge.

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This method of governing has also this advantage, that it is connected with the teaching of "good manners," in the true sense of the phrase. A teacher's manners in the school-room should be such, that when imitated in the parlor by the pupils, there would result a conduct suitable for refined society. The tones and gesticulation of the instructor should be such, that when reproduced in the conduct of the pupil, they would bring no blush upon the cheek of one, naturally or designedly imitated.

The existence of God as a present and governing power may be employed as an element of government. If the teacher is seen to feel responsibility to a higher being than man, and seeks to lead the scholar to feel the same, he has grasped a sceptre which can rule the spirit, and all the more, that it owns the governing power to be subordinate to another. A graceful obedience to the sway of the Great Teacher gives untold energy to the rule of one who would control a school.

When cases of insurbordination occur, every moral means are to be employed to bring about reform. The reason is to be appealed to in personal conversation, the conscience is to be aroused, the affections are to be touched. Everything should be done in the way of kind, earnest effort of a moral nature.

All this forbids the coarse, rough, scolding tone. It requires the scholars to be treated as thinking, responsible beings, by those equally responsible to a high and holy Being. It forbids the school to be made the scene of angry storm, and makes it a place of sunny memories. And this is not the revery of Utopian dreamers; it is what can be and has been realized.

At this point must be noticed cases where all moral means seem to fail. Are no punishments to be inflicted? Sadly we are obliged to believe that punishments are sometimes necessary. What these should be lies much within the province of the instructor. Beneath genial influences many of the barbarisms of olden days are passed away. The split stick has left the nostril; the aching arm is no longer extended, holding the weight. And this is as it should be. Skill shows better means, and whatever they are they should never be accompanied with noisy, angry vociferations. They should never be the sudden blow or fierce shake, showing that the infliction is the result of angry passion, but the calm, deliberate carrying out of a well-digested plan.

The scholar should, in every instance, be definitely informed of the fault for which he is punished. This is clearly his right, which cannot be invaded without great wrong. And then, whatever the punishment, it is evident that it should not exceed the offence, in which case the infliction will be likely to be injurious to the moral nature, and a sense of wrong and injury will induce a state of mind the very opposite of obedience.

It would not be suitable in this discussion to omit an expression concerning corporal punishment. We would that it were possible always to avoid

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it; that some means, which would not seem violent, could be devised by which each case of juvenile offence might be met, in such a way as to improve the culprit and admonish the school without this resort; but we are forced to the conclusion that the most skilful teacher may be called to administer corrective discipline in this form. There are casts of character which can be so benefited when other means fail, and some schools which a single instance of the kind has recalled to a sense of duty. A conclusion that a case in hand is such a one should not be hastily reached, but the greatest care should be exercised in each instance.

When the conclusion is inevitable that corporal punishment must be inflicted, it should be administered as a duty, performed not because in itself desirable, but because the welfare of the pupil and the school render it imperative. If the infliction is made in anger, or to gratify passion, the teacher is guilty of wrong, and is not likely to benefit the scholars by his discipline. There should be calmness, dignity, and rather sorrow than anger.

Quite as remote from the scene should be the spirit of levity. The jest, the taunting expression, are utterly inadmissible. When a teacher talks, on such an occasion, of a "warm jacket," or indulges in efforts at witticisms, he is in another way guilty, and is doing a wrong to an honorable profession.

Punishment should never be administered in manner undignified or in amount outrageous, and should be regulated by anatomical and physiological facts. The head should be exempted from blows, either of the ferule, the rod, or the hand—even of the open palm. The reason of this is too obvious to require extended remark. The danger of such an infliction should be a sufficient prohibition.

Far be it from us, coolly to present, in form, a mode of punishment. Each teacher should know enough of the human frame to act discreetly here. In many instances a consideration of the delicate structure of the palm of the hand might have saved various parties from unhappy consequences. A wise discrimination regarding this point would save schools from being the scenes of petulance, and the theatre of turbulent passion.

It is further to be remarked, that this punishment is useful only as it is infrequent. As a common occurrence it tends to demoralize both teacher and school. It awakens bad emotions, and prevents the union of scholars and instructor, and seldom brings about even the desired results of quiet and obedience. No schools are worse governed than those which have a large amount of corporal punishment, and no teacher who inflicts it to a considerable extent, should be considered otherwise than wretchedly unskilful in the profession, while a school which is in good order, and advancing in knowledge, with little or none of the use of the rod, shows an adaptation to the great work of training the young.

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The duties of others than the teacher to take notice of the discipline of the school, in any practical way, involve many delicate considerations. Every good citizen feels an interest in education, and has the right to know something of the management of our schools. Every parent should regard the interests of his children with the greatest concern, and by good home education render the task of the teacher as productive as possible of good fruits. He should not hastily interfere with a teacher's discipline, or upon a statement perhaps partially correct. In this respect we have found many parents very judicious, and thereby been saved much trouble. We certainly would not advise a parent to punish a child because punished at school, for if the punishment be just, it has been administered, and if not, it should not be repeated.

Sometimes a parent believes his child has suffered unjustly, and seeks redress. It is said "the law is open," and so it is, but our statutes present an opportunity of appeal without the necessity or vexation of going to the courts. As a committee we have always been ready to listen to any serious complaint, and either to sustain the teacher, or to give such advice as should be the means of promoting the best interests of parties. We wish to be the impartial friends of all; unwilling to see a teacher suffering under unjust accusation, and alike unwilling to see a child treated in other than a manner suitable to the position to be occupied in the future.

School Committee.—SAMUEL DYER, SERENO HOWE, L. E. NOYES.

BRIDGEWATER.

The town last year made a radical change in its system of school management, by the abolition of the districts; and the inquiry naturally arises, what are the results of this change? We do not suppose any candid person will expect to see the full results of so important a measure in the time which has now elapsed but we would point out, as among the benefits, the equal length of all the schools in town, and also the improvement in school-houses already apparent. Besides many repairs, two admirable buildings have been erected, one in a district heretofore supplied with one of the poorest school-houses in town; the other in a region where the population has so increased as to render the former school-rooms altogether incapable of seating the scholars.

Each school in town has been in session twenty-nine weeks; but the length of the summer, fall and winter terms has been varied in accordance with the suggestions of the people of the several localities.

And here, permit us to say, that we fear there may be in some, if not many minds, the feeling that the management of the schools is now taken out of the control of the people and placed in the hands of a committee, who are the agents of the town in its corporate capacity, and who will not

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regard any request, remonstrance or suggestion, coming from individuals in regard to school or teacher. We cannot conceive how any school committee could be guilty of a wilful or wanton disregard of the known wishes of a district; and we would say, that we at all times welcome friendly suggestions, and wish always to become acquainted with the feelings and desires of the people.

School Committee.—PHILANDER LEACH, JOHN A. LOTHROP, HOSEA KINGMAN.

DUXBURY.

The committee would say a word in regard to dispensing with the districts, as the matter, by not a few, does not seem to be very clearly understood. The law says "that a school district shall be a body corporate so far as to prosecute and defend in actions relating to the property or affairs of the district, and take and hold in fee simple or otherwise any estate, real or personal, given to or purchased by the district for the support of a school or schools therein." It will be understood from this provision that districts are instituted mainly on account of property considerations, and not for the election of officers and the management of schools. The district elects its own clerk, and by courtesy nominates other officers, but they are chosen by the town. The prudential committee derives his authority from the town, and not from the district. All that is meant by abolishing the districts on the part of the town is comprised in a vote to annul the corporate powers of the districts, which are virtually resolved into owning the school-houses and the land on which they are situated; but as a condition of this privilege, the inhabitants are obliged to build and maintain their school-houses and furnish all that is required, excepting fuel and teachers, for the comfortable and successful working of the school therein. If a suitable structure and conveniences are not provided by the districts, the town, through its own agents, is required to provide them, and assess the cost upon the districts. The consequence of this state of things is the introduction of much inequality in buildings and schools. A poor district will build a cheap house, when a new one must be furnished, and patch up an old one so long as it exhibits any show of decency or accommodation. Where the district system does not exist, the houses are erected and repaired by the town; and a poor district, if the number of scholars and other considerations require it, can demand as good a structure as a wealthy district. Where the system is adhered to, the school-houses are an exponent of the condition of the people in worldly prosperity or public spirit, as the churches of the land indicate the liberality or parsimony, the interest or want of it in religious matters, of the people who dwell in their vicinity.

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The abolition of the districts, we repeat, is simply cancelling on the part of the town the power of the districts, or rather the obligation to build and maintain their school-houses. District limitations are not dispensed with; district boundaries must exist as under the district system, and school-houses be erected or provided where they will best accommodate families living in this or that section of the town; and experience has abundantly proved in towns where the legal existence of districts as corporate bodies has been done away, that the remote and poorer sections of the town have been most benefited. We are informed that in nearly all the towns comprising Plymouth County the district system has been discontinued, and we know that such is the fact in many of the towns in the Commonwealth, and it is certainly strong testimony of its inutility that none have or seem disposed to re-establish it.

Corporate institutions are necessary to effect objects that require the combination of labor, capital or wisdom; but every matter connected with the most salutary existence and working of our Common School system can be better effected without than with the existence of school districts as corporations. These small wheels within large ones tend to throw the machinery of our otherwise harmonious although complicated school system out of gear, and prevent its most efficient working where there is most work to be done, viz., upon the raw material collected in our Primary institutions of learning. It is to be hoped that the town of Duxbury will not wait to be last in the State to adopt the measure proposed, and all other means of promoting the more thorough training of the young, most of whom leave the town to find that occupation elsewhere which they do not now find at home. In places where there is a continued process of depletion of young blood, it is all the more important to maintain the means of intellectual and spiritual culture, that the missionaries, seculiar and sacred, should be of a character to do most honor to their native place and wield a power most beneficial to the social and civil institutions of the country.

School Committee.—WILLIAM R. TISDALE, JOSIAH MOORE, GEORGE T. CHANDLER.

EAST BRIDGEWATER.

High School.—We urge the establishment of a High School, not only to avoid these forfeitures, but mainly because we believe the educational wants of the town require it. Such a school is demanded not more by law than by the public interest. It is the legitimate head and crown of our system of free Public Schools. Not all the means of instruction are furnished by the town which are required by the wants of the people. Many who could afford it have had to purchase, at private expense, that instruction which should have been furnished them at the public cost. But

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there are doubtless many of our scholars whose circumstances do not allow them to purchase the instruction they desire, who would gladly receive it, did a free High School exist, open to all, and thus obtain a superior education, the influence of which, in its reaction upon the town, would be largely elevating and remunerative.

And we confidently believe that if the citizens of this town should embrace the earliest opportunity to establish a High School as the statute of the Commonwealth requires, they will soon have the happiness of feeling that they are not only loyal and law-abiding, but have done what the necessities of our schools and the interests of the rising generation and our community urgently demand.

We are aware the objection will be raised, that it cannot be afforded in such times. But is it really so? It should be considered that the elements of a good population always flow into those towns which maintain with a liberal hand the best schools. This will tend infallibly in the same proportion, not only to elevate the society, but to give thrift to all kinds of business, and increase the value of property. On the contrary, to neglect the intellectual claims of the community, and deprive the children of the advantages which neighboring towns are giving theirs, is to withhold one of the principal inducements for retaining desirable families; is to depreciate your estates, and, what is far worse, to lower the mental, moral and social standard. Can this be afforded?

With a valuation of $1,030,000, a tax of one-third of a cent on a dollar would produce a sum amply sufficient to establish such a school under a permanent teacher. Then as the scholars in our District Schools should become qualified, they could be admitted to this school, where they would enjoy, what is so much needed, the benefit of thorough and systematic teaching, and be relieved of the necessity so prevalent, of getting acquainted with a new teacher and his new methods at the commencement of each term.

It is estimated that the amount expended annually by pupils of this town for instruction in schools and academies in other towns, is not less than twenty-five hundred dollars. And the money requisite for the annual support of three such pupils abroad would be sufficient for the salary of a High School teacher.

We expect also the inconvenience of attending, on account of distance from the school-room, will be an objection, which to some in the border districts, may appear insuperable. But can parents thus located expect to educate their children without some inconvenience? It has truly been said that "learning is a hidden treasure; the diligent, the persevering, the self-sacrificing student alone finds it." As the High School must have a "local habitation," and cannot be made a peripatetic to bring its benefits, in

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peddler style, to every one's door, there must necessarily be some travel for its pupils.

School System.—The main cause of our no want of progress in our educational department is the lack of system; and we can reasonably expect nothing better, be our teachers ever so able and faithful, where the plan of gradation is not carried out, and small, mixed schools are kept up, containing all the different grades—thus multiplying so many classes that the teacher can devote very little time to each, and making each class so small as to feel very little of that enthusiasm and emulation which are seen in larger classes, and are the surest pledge of advancement.

What we need, and must have, to insure the continued progress of our educational interest, is a Primary, Intermediate, and Grammar department, with a High School at the head and centre. By this system, the teachers' power would be expended with far greater advantage—making instruction more thorough and efficient, and scholars, as they should become qualified, would pass, step by step, through the different grades, without any loss of time or labor.

School Committee.—BAALIS SANFORD, E. WALLACE HOLMES.

HALIFAX.

Abolition of the District System.—It would be a gross neglect of duty on our part, if we failed to present some facts in relation to this important subject justly forced upon your attention by State legistation.

Some are alarmed at what is termed the "centralization of power" as antagonistic to democracy. This is a republican representative government. The whole people do not legislate, but agents or public servants are chosen to act for them. Do the whole voting population of Massachusetts assemble annually at the State House to enact laws? You feel at once the absurdity of such a thing. Your remedy for incompetent men is the ballot-box, which is as decisive as the ukase of a Czar. How many agents do you employ to assist the selectmen in the discharge of their duties? It is a military maxim, "Concentrate to fight; divide to subsist," and the principle holds good when applied to the management of schools.

The prudential committees may be very sagacious business men, and some of them amply competent to select excellent teachers; but it is out of their line of duty, and they have not studied those requirements essential to success in teaching. Human nature is selfish, and one may have a particular friend whom he wishes to have a position; another may desire to board the teacher, and thus the public interest is made subservient to personal preferences. The general committee would have a greater number of applicants from whom to select, and from a knowledge of the character of each school, would

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assign the proper teacher to that school requiring certain traits of mind for that particular district.

It is an established fact that those towns where the district system is abolished are well satisfied with their action, and would not return to the old order of things. Shall this town be the last in the State to adopt a plan which has proved a success; It is well to be conservative; but not to get the ridiculous notoriety of Wallop, a school district in Connecticut. We quote: "Its school-house adorns the first edition of 'Barnard's School Architecture,' to illustrate what school-houses were formally. A few years since a denizen of the district left a few hundred dollars, the income to be expended in support of the school, provided they should read and spell in school at the same time, and just as many times in a day as they did when he was a boy. Last year they received a Webster's Dictionary, in common with other districts, from State appropriations. Their last act was to vote to sell it for eight dollars!"

The whole town is taxed for the support of schools, as a town, and not by districts. The old revolutionary plea of "taxation without representation" cannot be urged. Still another advantage is that in building and repairing school-houses, the whole burden of the expense rests on the town, and not, as frequently, on a district where the taxable property is inadequate to large expenditures.

We trust the citizens of Halifax will see the advantage of inaugurating the new system. We know how difficult it is to give up old notions, but think that you are acting in behalf of your sons and daughters who are to perpetuate your memories. Will you do them a simple act of justice?

School Committee.—NATHANIEL MORTON, IRA L. STURTEVANT, SAMUEL CHURCHILL.

HANOVER.

We would bring to the notice of the town, that the law requires six months schooling in each district each year. If this is not complied with the town is liable to complaint, prosecution and heavy fine. This amount of schooling has not been given, except in those districts where committees have been able to secure teachers for about five dollars per week. Three out of our eight schools have been without winter schools. Of this every citizen of the town should feel ashamed, and should have resolved to apply the remedy at the next town meeting, viz.: to appropriate more money.

The imperative demands of the schools require the sum of $2,000 for the next school year. The man who only looks at the thing in the light of dollars and cents, will thrust his hand into his pocket and clutch, with a death grasp mightier than ever, the old pocket-book, actually plethoric with greenbacks. The man who thinks only of bank and railroad stocks,

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and money loaned; the man who only looks upon his broad acres, which he won't let any one else have for love or money, and sees taxes written on pasture, mowing, tillage and woodland, will cry out, too much money! But the man who, rising above all this, and taking a broader view of things, looking at the moral and intellectual education of the young as one of the safeguards of society—one of its pillars—will cry out, too little! Add $500 more and make $2,500. Give us this and we will trouble you no more—if not, by our continual coming we shall hope to weary you. We would, had we the power, breathe upon every tax-payer the inspiration of Dinter, the Prussian schoolman, who said that he looked upon every Prussian peasant child, as a being who would complain of him before God, if he did not provide for him the best education, as a man and a Christian, it was possible for him to provide.

While aware of the prejudices against a superintending committee, also the opposition to abolishing the district system, one of two things should be done; either the districts themselves take more interest in their schools or allow the school committee to contract with teachers. It is often the case that barely enough in any one district attend the school meeting, to form a quorum; and it is no secret that such meetings have been adjourned to places where individuals were known to be, who ought to have been at the school meeting. In a matter of so great importance, no man in the district should allow trifling considerations to keep him from the meeting called to provide for the interests of its school. Besides, there is inspiration in a full school meeting, and whoever might be chosen committee would feel that there was in the district a power back of him, by which he was appointed, and would be more careful in the discharge of his duties, looking for the best, not the cheapest teacher irrespective of qualifications.

School Committee.—ANDREW READ, JEDEDIAH DWELLEY.

HANSON.

We believe the time has come when the town ought to abolish its district system. We have too many and too small schools. Let the town establish five Primary and two Grammar Schools. This might be done at a small cost in moving and fitting up the school-houses now belonging to the districts. Some of the houses need not be moved at all. With two hundred and forty-four scholars we should have thirty-five to a school; but as the number over fifteen years of age ought and probably would be larger than now, the Grammar Schools most likely would have forty or more each.

By making this change in our school system, our children would be better taught, schools lengthened, and a better class of teachers secured. Where is the wisdom or justice in keeping a school only four and a half

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months for the children in one part of the town, and six and a half months for those in another part? On the other hand, why put only twelve scholars in one school and crowd sixty into another? Property is taxed equally for the support of schools. Why should not the children receive equal opportunities for education? We see no good reason why the schools should not be made as nearly equal in numbers and length as circumstances will admit. Equality of rights and privilege is the watchword of the age; let us not fail to grant it to our children.

The graded system is neither new nor untried. It has been adopted with complete success in all the cities and most of the towns in the State noted for enterprise and intelligence, and where it has had a fair trial it has more than met the expectation of its warmest friends. Much might be said of the advantage it affords of classing and bringing together scholars of nearly equal attainments, and the interest awakened by promoting scholars from one class or grade to another.

We trust that you will give to the subject of schools all that careful thought and mature deliberation which is demanded by a subject of so much importance, remembering that as we have freely received from the past, so we should act wisely in the present, and give liberally to the future.

School Committee.—Levi Z. Thomas, Otis L. Bonney, Joseph Smith.

KINGSTON.

Special pains have been taken the past few years with spelling. Some suppose this almost a natural gift, but we have found that it is chiefly the product of that part of genius called application. There have been numerous scholars, who have not missed a single word for a whole term. The practice of writing words is indispensable, since it is in written language where the correctness of the spelling is noticed, while by the more common method of oral spelling, the distinct utterance of the words will greatly aid in their proper pronunciation. Spelling, pronouncing and defining, with reference to reading, may be compared to the quarrying, fitting and polishing of the stones to be laid in the walls of the firm and beautiful temple. It may seem like a small matter to some, but everybody knows how a misspelled word mars an epistle, an account or a public document, how a mispronounced word detracts from the force of a conversation or discourse, or a word used out of its true signification is like a wheel that ceases to move, to the retarding, if not stopping, of the entire machinery.

Success in penmanship undoubtedly depends in the first instance upon the wise and patient directions of the teacher, then upon good pens, paper and ink, and then sufficient time must be given for practice. Most

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depends, however, upon the skill, perseverence, and taste of the student. We have had in our schools numbers who excel in this department, while others, who have enjoyed equal opportunities, as yet perpetrate only "wretched scrawls." With whatever success in the imitation of the copies set, there will be as much variety and individuality in the hand-writing as in the gait, in the tones of voice, and in the features and expressions of the countenance. It is stated to be a fact, that where drawing is early and carefully pursued, scholars will become skilled both in drawing and writing sooner than in writing alone. Every young scholar, therefore, ought to be provided with a tablet or slate to amuse his leisure moments in this doubly profitable way.

There has been a general proneness to devote disproportionate time to arithmetic, as if money-making was the chief end of life, or at least the chief end of an education. If the young men, and young women, too, were thoroughly taught the fundamental principles of the science, there is but little danger that they will fail in the calculations of actual business. Even the half cents would be sufficiently looked after. The new arithmetic adopted two years ago, it was hoped, would aid in abridging the time necessary for this study.

It is my impression that much time, also, may be saved in the learning of grammar, and yet the end be more effectually achieved. Much is lost in the almost endless repetition of what must be perfectly familiar. May not grammar be imparted more in connection with the construction of sentences in which the different parts of speech shall be represented and properly arranged? And also by a careful attention to the every day phraseology of the school-room? This science usually deemed so dry, might be made a more pleasant pastime, while by daily practice in the writing of sentences, correct composition should become as natural and easy as spelling and reading.

Of moral training we may say, this is the prime and bounden duty of every teacher,—moral training of the strictest kind, both by precept and by example. Where the heart is not rightly cultivated, the intellect will be but poorly developed, or it will be perverted to the worst ends.

One of the most helpful means of moral culture is through the lessons of natural history. But is there room for any of this in our Common Schools? We have had algebra, geometry, history, natural philosophy and book-keeping, all of which will be better taught in the High School. But a child finds his curiosity very easily excited by the wonders of nature. It is a great treat to him to be permitted to roam the fields and the woods for flowers, or the sea-shore for rounded stones and shells. One reason why his play is more exhilarating than his books, is that in the play the objects of nature meet his senses, while the lessons of the book refer to distant and unseen objects. There is danger that, by suppression or neglect, we shall actually kill out this native curiosity and vivacity. It

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ought to be daily encouraged, and all the perceptive faculties should be daily cultivated. Let even young children become incipient naturalists, astronomers and surveyors. Why may they not read with as much profit a coral or crystal, a fern or a flower, as do older ones? From the ornithology of the domestic fowls and the birds of the garden cherry-tree, they may be made acquainted with the habits of the songsters of the neighboring grove; and from the rose in the parlor vase they may gradually extend their range of exploration till they are able to stock their herbariums with a great variety of the plants of the town. In this way, by proper care, a taste for natural history will be awakened, and instead of satiating this desire by gratifying it, there will be a most ardent longing for the privilege of the study at the High School. With a spark of enthusiasm for the wonders of nature in our teachers, they may teach all this without lessening instruction in other branches at all. Natural history will become an agreeable refreshment, from which the scholars will return to the severer studies with all the greater animation and zest.

Superintendent.—JOSEPH PECKHAM.

MARION.

The schools in this town lack a proper harmony between their mental culture and their training in civil and moral deportment. Strict attention to each of these is essential to the highest efficiency and prosperity of Public Schools. The impression is much too common, that the chief if not the only design of these schools is to educate the pupils to a limited extent in certain branches of literature and science. This, however, is only a part of what is required in our Common School system of education. In those schools, where civil manners, courteous and well-bred behavior are not taught and required, and where all immoral conduct is not promptly corrected, there is a palpable disregard to law, as set forth in our statutes. In each case of this sort there is a failure to accomplish an essential part contemplated in our Common School system.

On the subject of class books in our schools, my own views so nearly agree with those of the Agent of the Board of Education, that I quote his language. "I question," says he, "the wisdom of requiring scholars to pursue the same branch in three different books, to learn the same rules and facts in three different forms of statement, involving waste of time, if not confusion of ideas. Instead of working through the Primary, Intermedial, Common School and High School book, whether geography, grammar or arithmetic, let them early give more time to reading and spelling, to object lessons and natural history, to counting, to rapid additions and the simple exercises in mental arithmetic, till they are prepared to take up one sufficient and substantial text-book on these several topics."

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My own conviction in accordance with these views of Mr. Northrup has been deepened by careful observation. No branches in common education are so important as correct reading and spelling, yet proper instruction in them has been much neglected. To read and spell correctly are accomplishments not easily achieved. Some teachers, well educated in other respects, like many clergymen and lawyers, are poor readers. Having early observed some prominent defects in reading as practised in most of our schools, I enjoined on the teachers special attention to the subject, and requested them to acquaint all their classes with elementary principles in order to constant and appropriate application of them in reading lessons. Some of the defects noticed were indistinct articulation, unuttered letters, which should have been enunciated, and inflections and emphasis so obviously misused as to evince the ignorance of the reader about the sentiment of the lessons.

Superintendent.—L. Cobb.

PEMBROKE.

First, then, the subject of dividing the school-year into three terms, instead of two, as is now usually done, to be called, if you please, the spring, fall and winter terms. We would have them commence the spring term by the middle of April or first of May, and close by the middle of July; the fall term to commence with the last week in August or first of September, and close by the middle of November. (The length of the fall term should be governed by the appropriation, always keeping in mind that the winter term should close by the first of March.) The winter term to commence as now, the Monday after Thanksgiving, and keep out the appropriation. We claim for this the advantage of better school-going weather for one thing, not by any means a small advantage in our scattered population where some of the children have to go a mile or more to school. From the middle of April to the middle of July, the weather is usually quite favorable, a type of our temperate climate before the dog star reigns, and we feel the breath of the torrid zone.

The latter part of July and the early part of August are particularly unfavorable to study. Scholars and teachers alike are overcome with the oppressive heat, and long with an irrepressible longing for vacation. At this season, too, the berries ripen and hold out strong inducements for children to leave school and engage in their picking, often too strong to be overcome.

We have said before that the length of the fall term should be governed by the amount of the appropriation; that the design should be to expend the whole appropriation by the first of March. Stormy March is peculiarly unfavorable for school-going. We must keep in mind that the com-

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position of our winter schools has very much changed within the past forty years. Forty years ago a large part of the scholars attending school in the winter, were boys and girls of sixteen years and older. These men and women could attend school if the weather and passing were bad, and could carry their younger brothers and sisters; but now the attendants of the winter school are very nearly the same as of the summer, and are too young to travel long distances in the rough weather and bad passing of the month of March.

Then we say if the appropriation is large enough to keep a school about eight months in the year, let the spring term commence by the middle of April, and continue till the middle of July; then have six weeks or more vacation; then the fall term continue till about a fortnight before Thanksgiving; then a fortnight's vacation; then continue until about the first of March. Perhaps some would think this plan of having three terms would involve a greater change of teachers. It would give another opportunity to dispense with the services of an inefficient teacher, but we would recommend you to retain the services of a good, useful teacher, term after term, as long as she could be had.

School Committee.—FRANCIS COLLAMORE, WILLIAM WHITING, CHARLES N. HINKLEY.

PLYMOUTH.

It is very encouraging to all those who take the deepest interest in the progress of education among the people, to observe, from year to year, the steady growth in their attachment to the Public Schools. The general experience of the country, during the last few years, seems to have impressed all, in the most lively manner, with the vast superiority of an educated over an uneducated nation. This feeling is finding expression everywhere, and augurs well for our future advancement in everything that belongs to civilization and national power. This favorable opportunity, when the heart of the people is, in a remarkable degree, open to conviction, will not be neglected by those who best comprehend the tendencies of the age and their probable results, in their earnest desire to lay the foundations of learning broad and deep among the masses of men, and to lead the way forward beyond the limits of elementary knowledge to the higher appreciation of moral over physical good, and of the splendor and dignity of the culture of the mind.

The possibility of making our town a more refined home for ourselves and for others who may be seeking a new residence, ought to stimulate us to the greatest exertions in the improvement of our schools; for on the excellence of these our prosperity as a community depends much more than on the advancement of any other public interest. Few minds ever reach the highest culture of life, unless they have been trained in early

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youth to those subtle processes of observation and thought which an acquaintance with the best methods of inquiry gives. Attention to material interests is, doubtless, the first great necessity, in order to obtain means; but the end of all activity should be the enlargement and refinement of the moral and religious sensibilities, the power to appreciate the beauties of nature and art, and the cultivation of the intellect to such a degree that it may stand face to face with any subject without fear.

The means employed by teachers in enforcing discipline in their schools is always a subject of great interest to the community; and at the present time seems to occupy an unusual prominence in the discussions of questions pertaining to education. It is doubtless the desire of all right-minded persons that children should be controlled, at home and at school, by none but moral means; and the unmistakable tendency of public opinion at the present time is towards the law of using moral means in producing a moral effect in a human being. This being the ideal standard of excellence in discipline, it becomes the duty of all concerned in the management of a school, to reach this point of excellence. I think I observe an effort on the part of all our teachers to reduce the amount of corporal punishment as much as possible; and some have succeeded in controlling their school for years without inflicting physical pain as a corrective of moral delinquency. It must be confessed, however, that the number of those who are able to exert a moral influence sufficiently powerful to keep a school of fifty scholars in that state of discipline which successful teaching requires is very small. In order to accomplish this, it is necessary that the teacher should believe fully in the means he proposes to employ, and that he should know every passage to the human heart. If to these qualifications be added a moral character in all respects sound, we have a teacher whose mere presence in a school is a power. But until such men are less rare than they are at the present time, it would hardly do to require all teachers to dispense with corporal punishment, and rely on the power of speech alone for the accomplishment of those results in discipline which they have been accustomed to bring about by the rod.

This, with other barbarisms of the school-room, is rapidly passing away, but a little more time must be allowed for its entire disappearance.

Superintendent.—CHARLES BURTON.

ROCHESTER.

It has always been a serious obstacle to both the interest and success of our schools, that so many of them have been too small to rank as high as they might otherwise have done. Nothing can be more obvious than the fact that it is essential to any enthusiasm on the part of either the teacher or the pupils, that the school be large enough to give constant employment

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to a teacher, and a healthful stimulus to the scholars. Take a school of only from eight to ten or twelve scholars, and under all ordinary circumstances the teacher must possess more than a common share of fidelity, and a rare devotion to her calling, as well as a rare ingenuity and invention, to be able to wake up and keep alive anything like real zeal in study or prevent the exercises of the school-room from becoming monotonous, dull and listless. With only one or two engaged in the same branch of study, what possible ground is there for earnest application or emulation? what stimulant to excel? That youth must be a rare exception to the general rule, who will engage with real zeal in the acquisition of knowledge from a conviction of its intrinsic value, and hence apply himself with the same devotion in private or alone as in a class of several equally desirous to excel each other. Let any one go and spend a day or half a day in a school of from eight to twelve or fifteen boys and girls, (we care not by whom they are taught,) and then let them go and spend the same time in district No. 4, or No. 1, connected as it is with the Academy, and it would be impossible not to see a difference altogether in favor of the larger schools and the wonderful inspiration of numbers.

If nothing else has been learned by the experience of the past, this lesson has been learned. That is, that the arrangement of mixed schools, or rather, when only so few scholars attend that it is impossible to properly class them and yet have all kinds of studies and all degrees of advancement, is a very inefficient and expensive process of education. It plagues and vexes the teacher with a vast number and variety of short recitations, while it leaves the individual pupil with very little personal attention from the teacher, either out of or in the class, and often leads the pupils (especially the younger ones,) to be either really neglected, or to think themselves so, and hence to complain of neglect, and as a matter of course that leads the parents to find fault, and charge the teacher with indifference, if not with positive partiality and unfaithfulness.

School Committee.—James R. Cushing, Samuel Bumpus, George H. Pierce.

SCITUATE.

The subject of school discipline is attracting attention at the present time; one party advocating the abolishment of corporal punishment, while the other is engaged in its defence. The reaction from the extremes of the times of our fathers, and the substitution of female teachers for the severer masters, have wrought a wonderful change in the government of our schools. But is there not danger of passing to the opposite extreme? It is not intended to disparage the influence of an affectionate intercourse between the teacher and pupil; but love alone can never control all minds. A teacher with a noble patience, a rare tact, and a deep insight into human

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nature, and with a "head full of expedients," may succeed in the management of some very difficult cases; but there must be authority, law, and a penalty following surely its violation, back of it all, to insure complete success. The teachings of the scriptures harmonize with this view: "He that spareth his rod hateth his son, but he that loveth him chasteneth him betimes." "Chasten thy son while there is hope, and let not thy soul spare for his crying."

There is a healthful medium between these extremes that commends itself. The rule of love, in the main, must be the reliance of the teacher. Her heart must go out in sympathy toward the pupil, longing, hoping, trusting that the gentle graces Christ came to exemplify may sweetly reign in all the school.

Every child like Achilles, has a vulnerable part; and a skilful teacher will so touch the responsive chords that they will vibrate in harmony with her will.

Superintendent.—G. HUBBERT BATES.

SOUTH SCITUATE.

The teacher who has made teaching his study must be supposed to understand the value of different modes and methods better than those who have given the matter no attention; yet many seem to regard it as perfectly justifiable,—as evidence of superior wisdom or parental affection,—to annoy and dishearten a teacher by continual expressions of their individual opinion of what is proper and desirable in the instruction and discipline of their children at school; or by the frequent charge that this is done which they and their children dislike, and that which they approve and desire is left undone; or by apparently assuming that the teacher has no special authority paramount to theirs, and which should be submitted to; no personal rights to be respected, no sensibilities to be kindly treated, unless in perfect unison with the parents' opinions or gratifying to the parents' feelings. Under such circumstances, how little confidence will the children feel in their teacher! How wearisome, nay, how ineffectual, the teacher's best endeavors to complete the work he is bound to perform!

You parents who feel almost distracted with the noise of two or three children, declare them to be positive torments, and express yourselves so glad when they are off at school, so that you can enjoy a few moments' quietness; do you ever think generously of her who is shut up with forty or fifty just such torments, not her own, for whom she cannot feel a mother's affection if she would? Do you ever think that she is tired? Do you ever think that she is human, like yourself, and may feel inclined to scold or even strike as you yourself may have done that very morning? Do you feel that she is laboring for the welfare of those who are dear to

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you as life itself, and will you not aid her in the little good she may be doing them for their future welfare, and thus your own future welfare, by all the means that you possess? "But," says some one, "she is paid for her work." Paid for her work? So is a painter; and would you follow him in his work on inanimate things, marring and disfiguring every stroke, so that he or some one else must needs repair the injury or leave it marred forever? How much more care then should you exercise with the work of one who is dealing with animate and immortal materials!

Paid for her labor! Paid for developing the immortal mind! The value of such labor cannot be reckoned in dollars and cents; they ought not to be spoken of in comparison. We would that parents would appreciate the work that a teacher has before her. In the words of another, "She who in the Public School starts the young mind on its career of endless gathering, may, perhaps, be permitted to determine whether it shall surge with tumultuous passions, or pass to its immortal life in tides of peace and usefulness. Wisely to discharge this office is a work of deep design, of trembling care, of trustful gentleness." The work is full of immensity, and while we seek teachers that shall feel the grandeur of their calling, we earnestly entreat the parents to beware lest they throw stumbling blocks in the way, or carelessly disfigure the child's mind for life, both here and hereafter, when by kindly giving their sympathy and co-operation to the teacher, both can work for the same end in perfect harmony. Every true teacher craves the help and support of the parents, and your coldness and perhaps prejudice reproduced in your children, often constitute a weight that a sensitive nature cannot bear; for this reason they fail to accomplish the high aim they had set for themselves, and leave their position in despondency, suffering the chagrin and discouragement of failure, when they did not fail. The truth is that parents must surrender personal opinions and wishes to the judgment and experience of the teacher, if they would have their children derive the most benefit from the opportunity and means of education; and if their free and generous sympathy is given to the teacher and an earnest desire manifested to sustain her authority, we think it would soon be found that the most unruly child would quietly submit; and the substitution of a male teacher in the winter season be an unnecessary change.

School Committee.—David B. Ford, James Southworth, Franklin Jacobs.

WAREHAM.

The business of selecting school teachers is often quite out of the line of those elected for this service. They may excel in their chosen profession, but their talents have not been so trained and directed as to adapt them for the duty in question. We are all liable to mistakes, but the

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persons referred to are peculiarly so. In most cases they are under the necessity of relying wholly on the judgment of others, or of taking the first applicant. Some one near at hand, whom it is thought will answer, is employed, and the consideration which determines the choice is the personal convenience of the employer. It saves further trouble. The unpleasant, troublesome task is thrown off. The best teachers accessible may have been all of them engaged for the term, and for the less difficult schools. Then two or three schools requiring teachers of experience and of special aptness in teaching and governing are given to those least qualified in these respects. It is a necessity. The time when the schools should commence approaches, and those unemployed are taken. Thus there can be no judicious distribution of the teachers in a town to the several schools, under the present system; there can be no reasonable assurance that any particular school will not prove a failure on the ensuing term. We ought to have a school system that will secure the moral certainty of a good school in every district. Yet you know that nothing in the world is more uncertain than whether the parents in any district in town are to have a good and profitable school for their children for the next term. This is a matter of painful solicitude from which parents ought to be relieved. They ought to be able to feel as certain of good schools as they are of having in autumn a substantial harvest. We believe this is true in many of our towns, perhaps most of them. Why is it not so with us? Because there is not one central agency in the town for the selection, employment and distribution of the teachers. If this existed, the teachers who were known to have the best success, whose schools exhibited this, could be employed. Those who discovered the greatest aptitude and ability to govern could be engaged for those schools most difficult to be governed, while others, excellent teachers, it may be, could have schools requiring less skill in discipline. There may be good teachers enough in town to insure the certainty that all our schools shall be profitably instructed, yet, through an injudicious distribution, half of them may be comparatively valueless. The mechanic may have good timber enough for the construction of a given machine, yet by a wrong disposal of it make a very poor one. The iron, the oak and the pine must find their proper places. Suppose you have the agency of building a ship. Should you employ an architect and set him at work on the materials you had bought, when it was doubtful whether he was qualified to build a ship? You would regard it a breach of trust not to employ a man that you knew could build the ship. You would not feel justified in hazarding the waste of material, money and time, by intrusting the work to doubtful skill. When you employ a teacher for a school, you ought to be just as certain that he can teach it successfully, as when you employ a man for any other work, that he can do it. Any want of due caution and

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care, or any delinquency in this respect, is a breach of trust. It is the squandering of money belonging to others and intrusted to you for the most sacred of purposes. Your unskilled mechanic constructs a bungling, impracticable, or unseaworthy ship, but your unqualified teacher sets adrift upon the stormy sea of life innumerable barks, without that mental and moral furnishing requisite for the successful direction of their course. The best men who can be obtained should be selected for the superintending committee, and then the whole business of employing teachers should be intrusted to them.

School Committee.—T. F. Clary, Benjamin Fearing, Henry M. Knowles.

BARNSTABLE COUNTY.

CHATHAM.

We have long endeavored to establish a regular course of study in our Grammar Schools. Scholars who attend them are required, by long established rules, to study at least three branches in addition to reading and spelling; and yet there are many who come only with slate and arithmetic, and object to pursuing any other study. They "only want to learn to cipher." Such pupils spend much of their time in devising mischief, to the great detriment of the school. The fact is, they are unwilling to apply themselves to the hard study which a knowledge of grammar, geography and other branches demands; and pretend to be spending their time in "figuring,"—a business which they propose to continue through life. But such young men will find that the time is near at hand, in these days of Common Schools, when the "figuring" will be done by those whose mathematical knowledge is backed up by a familiar acquaintance with some of the other sciences. Ciphering is very important and useful in its place, but comparatively few find much use for that alone, in common business pursuits. We believe that a knowledge of the correct use of language, and the geography of our own and other countries, interspersed with an acquaintance with common and the higher mathematics, natural philosophy, and perhaps a little physiology, would afford far greater satisfaction, and in the end be productive of greater benefit. But the boy who shuts his eyes to all these, and narrows himself down to the limits of slate and pencil in school, will seldom obtain much knowledge, unless he is possessed of a superior mind; and we believe that no boy or young man with more than ordinary mental faculties would attend schools like ours,

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and content himself with simply "ciphering." Parents, in our opinion, are too often blamable in this respect; and not only indulge their children in such indolent school habits, but encourage them to continue it.

Our Common School system is intended to embrace all classes and conditions, and to equally distribute its benefits; so that if any grow up uneducated, the "powers that be" cannot be held responsible, unless they be required to seize upon the child, bind him hand and foot, and force knowledge into him, in spite of all his efforts to resist. Apparently, the time is not far distant, when they who choose to be "hewers of wood and drawers of water" will find their powers, unaided by science, inadequate to compete with the improved methods of labor which the inventions of the present day are developing. The educated mind is the power by which these results are being brought to bear upon all the industries of life. The mind, when cultivated, is more powerful than the muscle. The natural tendency of the mental is to relieve the muscular from its burdens, and to enable it to accomplish greater results in a shorter space of time. This applies as well to the catching of fish and the sailing of ships, as to the tunnelling of mountains, or the process by which we chain our thoughts to the lightnings, and bid them fly instantaneously across continents, or through paths miles beneath the billows, to distant lands.

School Committee.—Levi Atwood, Ephraim A. Taylor, Joseph Atwood.

DENNIS.

If a teacher has been successful in a school, we are apt to indulge in a strain of laudation, and attribute all the success of the school to the competency of the teacher; and on the other hand, if a school has been comparatively unsuccessful, we attach all the blame to the teacher. Now in both these cases the judgment may be wrong. We know that in a large degree the success or failure of a school is dependent upon the teacher, but there are influences outside the school-room which immeasurably affect what is being done inside. Schools are often made or unmade outside the school-room. The best efforts, the untiring zeal of a devoted and competent teacher, may be so impeded or nullified as to render his efforts entirely futile or of little avail, by the injudicious remarks and course of the parents in the presence and in the knowledge of the pupils, or by a general lack of interest and sympathy towards the teacher and the school.

Remarks like the following are often made in the hearing of, and often addressed to, the pupils: "Well, I don't think we've got much of a school. The teacher seems well enough, but then I guess there isn't much order there. I don't think he'll stay there till spring." Or sometimes, in language more emphatic, when some insubordinate and turbulent boy

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has been arraigned by the teacher for his misdemeanors, the parent in a burst of passion bids his boy "pitch him out of the school-house." Such, and like innuendoes and commands, are retailed all over the district, and become the common theme in all the places of resort; and the result of all this injudiciousness is, your school becomes just what the thermometer outside indicates,—a perfect failure. Would parents and all pursue a different course, and if we have been so fortunate as to obtain the services of a good teacher, keep him so, and if we have been so unfortunate as to have a teacher of inferior attainments and taste, then come to the rescue, and by their presence oft repeated in the school-room, giving their aid and encouragement there, refraining from, and discountenancing all murmuring and fault-finding outside, whether by parents or pupils, how different would be the result!

Some persons pursue a policy with reference to their schools entirely opposite to that pursued in the prosecution of their business affairs. When the captain of a ship employs a mate or a subordinate officer, be he ever so good, he does not yield the entire charge of the vessel and the business pertaining thereto to such subordinate. The merchant does not confide the entire management of his business to his clerk, be his skill of the highest order. How much more would these men, did they feel that those in their employ were of inferior qualifications and measurably unfitted for their position, watch with an eagle's eye the business in which they may be engaged while they have such men in their employ. Would parents be thus wise and prudent in their course towards their teachers, many a school, which would otherwise prove a failure, might be made to subserve in a high degree the object desired.

School Committee.—M. S. Underwood, Jas. S. Howes, Thomas Small, Jr.

EASTHAM.

Absence and Irregularity in Attendance.—Parents are generally very tenacious of their right to the public money to educate their children, and when that point is secured (with some parents,) their anxiety ceases, and the most trifling demand or desire will keep the child out of school for days and sometimes months. Now suppose the town should deprive these parents of one-third of their proportion of the public appropriation for schools, what a clamor should we hear, and the injustice and oppression of such a course would be trumpeted far and wide. And yet, what is the difference in the result to the child, whether it be deprived of its rights by the unfairness of others, or by their own negligence and want of interest. Again what parent would not be indignant if charged with withholding the necessary food and raiment for his child? Yet which is worse, to neglect the body or starve and pinch the mind? When the public appropriates

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money for the education of all the children in town, they have the right to demand their attendance as an equivalent for their outlay, and also as a means of securing the public safety and well being. To take the money of our public benefactors and throw it away by neglecting the means provided for their instruction, is base ingratitude, and especially so when the fact is, that two-thirds, at least, of the money raised for school purposes, is given by persons who have not a child to go to school. Such a course we think should not be pursued with impunity.

School Committee.—MICHAEL COLLINS, MYRICK CLARK.

FALMOUTH.

Looking now at our schools, just as they are, we find, at the outset, that with about four hundred scholars registered, we have eighteen schools. During the past winter—the season when the schools are the largest—six of them have had from thirty to forty-five scholars each; five others have had from eighteen to twenty-four scholars each, and seven others have had only from five to twelve scholars each, all told. Nearly two-thirds of all our scholars are in six schools, while the seven smallest districts have had upon their school-rolls, at the times when their numbers were the largest, an aggregate of less than seventy. Facts like these need no comment.

Dividing up our money among so many districts, the amount paid to those that have but few scholars is necessarily small, although the town is accustomed to make a difference in their favor, and the result is that in some instances it is impossible to find a teacher willing to work cheap enough to give the six months of school which the law requires. At the same time, in order to eke out those schools, so much is taken from the large districts that if they pay the wages usually demanded by a first class teacher, they find their means exhausted before six months have closed.

When we come to look at the facts in the case, it is but too plain that while the amount of money which we appropriate for the purposes of education is fair, and while some of our teachers, in spite of all the disadvantages under which they have labored, have done excellent service, our school system is radically defective.

There are children in different parts of the town who have no Public School which is open to them for six months in the year. Unless this can be remedied, the income of the school fund will be lost to the town. Some of the smaller districts, too, are putting in claims to a larger appropriation than the town has made to them on the ground that the law explicitly requires it. If this state of things is to continue, we shall be constantly in trouble. We must either raise a very much larger sum for

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the support of schools, or we must in some way make the number to be supported less.

And even if no difficulty of this sort existed, yet what interest can we reasonably expect will centre about a school which is made up of children of different ages, but which is scarcely large enough to form one good class? How long will the town be willing to pay for such an education as can there be gained, at the rate of from ten to sixteen dollars a scholar for a two or three months of school? We believe in liberal appropriations, but such extravagance we are not prepared to recommend.

Give us fewer schools and the same amount of money that we now have for their support, and we could not only have longer terms, but we could pay our teachers better than we now do. We could then insist upon a higher standard of qualifications, and make it for the interest of those who intend to teach, to fit themselves for their important profession by at least a few terms at one of our Normal Schools.

Our Public Schools should be regarded as a precious legacy, transmitted to us through many generations from the fathers. In giving a good education to our children, we are but carrying out what the early settlers of this town, when but few in number and possessed of very little worldly wealth, attempted. "The sixth day of August, 1701, (so reads the record,) the town of Falmouth assembled together, and it was then voted by said town, and agreed to, that we should look out abroad for a suitable and fit person to preach the word of God in this town to us, and to keep school for the good of our children."

They had no limited object in view, in thus, as a town, establishing a school; and we, after these many years have rolled by and the world has made so great progress, should be satisfied with nothing less than the highest mental and moral culture of all those who are growing up to manhood.

School Committee.—James P. Kimball, James B. Everett, David Brigham.

ORLEANS.

Remarks are frequently made to the effect that teachers are "partial," in consequence of which, the advantages all accrue to a favored few. For instance, Mr. A. will say, "It is of little use for my children to attend school, for the teacher gives them little or no attention when there, but devotes his time to Mr. B.'s children, which he ought not to do, for they are always there, while mine are not, and should therefore receive more attention when they are present. I wish we could ever have a teacher who would not be partial." Such as Mr. A. are correct when they say, "the teacher gives them little or no attention." It is nearly an impos-

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sibility for a teacher to feel interested in scholars who show by their non-attendance that they take no interest themselves. If a scholar is not present when a difficult lesson is explained, a good teacher does not feel justified in going over the same ground again when he is present, for his especial benefit, and so retard the progress of the whole class. A scholar can derive but little profit from a school which he attends but two or three days during a week. If he must be kept from school half of the time let him attend the one half regularly and then be kept out the other half altogether, rather than alternate the days of presence and absence.

School Committee.—JOSHUA L. CROSBY, ENSIGN B. ROGERS, BENJAMIN C. SPARROW.

SANDWICH.

General Condition of the Schools.—It was to be expected that in making a change from a system to which our people had become so thoroughly accustomed by long continued habit and prejudice, they would be slow to admit any real improvement. Yet we feel sure that progress has been made. First, and not least in importance, we are securing a much better class of school-houses than it would have been possible to have had under the old system; there is a demand for a higher grade of teachers, there is a large increase in the percentage of attendance. Candidates for admission to the High School have largely increased in numbers; the standard of qualifications has been raised from time to time to avoid too large a number of scholars.

We need to recognize the importance of attempting to set up here a higher standard of scholarship and attainment. Education, in the proper sense of the term, is not merely the furnishing the mind with a knowledge that is absolutely useful. It aims higher than this. To be able to "read, write, and cipher," to read so as not to blunder at every hard word, to write so that after great pains and effort, somebody can, with difficulty, make out what we wish to communicate, and to "cipher" so that no simple sum in addition shall baffle us, is all very well and necessary; it is all even, that in some cases is needed, to a certain kind of success in life. But is education only useful and valuable as it helps one on to worldly success? Were the minds of our children given them only that they might help to minister to the wants of the body? How many men accumulate unspeakably more wealth than they can ever spend! Do we call them foolish? Do we say they need only enough of property to last from day to day? It would be just as rational to say it, as to say the mind needs only knowledge enough to enable one to win temporal prosperity, or to feed and clothe the body. We cannot have a too large degree of mental, any more than we can of material wealth; nor can we enrich the soul too much, any more than we can the person or the estate. We do

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not ask, of course we do not even wish, that our schools may be turned into institutions where the "ornamental" branches of education shall hold exclusive or controlling sway. We want nothing that is "ornamental," unless it is in some sense useful as well. But we do ask that our children may be so led on and upwards in the way of wisdom, and so stimulated and encouraged to its enlarged attainments, that neither we nor they shall have occasion to blush in coming years, at the smallness of their mental gains, and the poverty of their qualifications for the duties and higher destinies of life. We know not what career is before them. We know not what posts of honor and usefulness may offer themselves to their acceptance. But we do know this; that life can have few real successes, and the future no noble gifts of greatness and gladness for them, unless our training,—large and generous and elevating,—shall have led them to feel that no learning is valueless which develops the mind, and no culture worthless which enriches the intellect and heart.

School Committee.—CHARLES DILLINGHAM, HIRAM T. GRAY, WILLIAM C. SPRING.

WELLFLEET.

The true wealth of a State is the intelligence and virtue of its people, and, therefore, the first duty of a State is the right education of its mental and moral forces. Our own State may not boast of fertile fields, or mines rich in mineral ores, nor of vastness of territorial possessions; but she sways a power that is felt to the farthest bounds of our broad Republic by the vigorous intelligence her schools and colleges give to the minds of her children. While she is true to this duty, and faithful to her ancestral integrity, her star will ever shine brightest in the constellation of freedom. And while New England guards her firesides and nurtures her Common Schools, she will ever remain as now, mighty in the strength of virtuous action, and rich in the proud wealth of intelligent mind. Let, then, the legacy of Puritan sires be watched and nurtured as the vestal virgins watched and fed the sacred fire.

We rejoice that our town, during the last year, has shown that she is awake to the demands of the times, and determined to do her duty to her youth with no grudging hand. We congratulate you on the noble efforts of the last year to give additional educational privileges to the scholars of our town. The old district system has been abolished,—the old school-houses have been remodelled and refurnished, and now wear an aspect of neatness and convenience.

Two new houses have been erected, which will furnish the privileges so long demanded by law and the necessities of our pupils. The schools have been graded, so that by successive steps the scholar may ascend from the Primary to the High School, as his progress in study may demand.

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While much remains to be done in our present transition state, before all the beauty and profit of the new system will be apparent, your committee have firm faith that it is the dawning of a brighter day for education in our town. Some of our Primary Schools are now models of order and improvement, while our Grammer and High Schools show that the separating of scholars into grades is the best plan yet devised. By this system the scholar's advancement is based upon his qualifications, and not his age. The indolent are spurred to action, and the industrious are rewarded by promotion. This system will require much firmness and decision on the part of the committee. Parents are apt to be partial judges in the case of their own children, and will be very prone to think their advancement is too slow; while the whole profit of the system will be lost by too much haste. "Thorough, if slow," must be the motto of the supervisory of our schools.

School Committee.—T. N. Stone, N. H. Dill, R. R. Freeman, David Wily, J. Y. Baker, John Swett.

YARMOUTH.

We all know how much more eagerly we listen to a lecture or sermon, and how much more vividly its facts are impressed upon our minds, when it treats of topics which have been discussed in our immediate social circles, or been a subject of interest in the community. The minds of children are governed by the same laws as our own. If the subject of their studies, instead of the character of the school, was talked over at home, and parents would show their interest in their children's progress by visiting the school and examining for themselves the proficiency which they are making, they would soon realize the effect in the zeal with which their duties would be performed. The clergy too have a duty to perform in this respect. As teachers of morality and religion and professing to labor for the elevation of society, there is no place where they can make a greater impress upon the social fabric than in the school-room, and no season when the mind can be more readily influenced to good impulses than when being developed by educational training. This would not involve any sectarian teaching, but a timely word in directing the youthful mind, as it first drinks in the truths of science, to the Author of all learning, might have more effect in establishing a useful character than years of sermonizing after reckless and vicious habits have become fixed.

School Committee.—Heman B. Chase, George Shove, Zeno Baker.

MARSHPEE.

The committee, in making their annual report, would gratefully acknowledge the liberal aid of the Commonwealth in maintaining the

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schools; and congratulate the friends of education in Marshpee, on the successful prosecution of the schools, for the full period of term time that has been enjoyed in former years. There have been some drawbacks in the sickness of pupils, and other usual impediments to success, but on the whole, the year has been characterized with success and improvement.

North District.—The summer term was taught by Miss A. A. Chesbro. The ample qualifications and fidelity of the teacher secured a good degree of improvement in the pupils, although less than it would have been if she had been able to maintain stricter discipline. Length of school in weeks, 19; whole number of scholars, 20; average attendance, 14. Winter term was taught by Mr. V. B. Collins, a teacher of long experience, with his usual success, securing marked improvement in punctuality, order and general interest. Length of term in weeks, 14; whole number of scholars, 45; average attendance, 31 8-10.

South District.—Summer term was taught by Miss Martha Jones. This was her first school, and her success was most gratifying, being all that could be expected under the circumstances. Length of term, 12 weeks; whole number of scholars, 11; average attendance, 9.

The winter school was taught by Mr. Henry H. Luce, the teacher of the previous winter. The sanguine hopes inspired by his previous success, were not fully realized, owing, we think, to a laxity in discipline. Length of term, 14 weeks; whole number of scholars, 16; average attendance, 12 1-4.

The School Expenses for the year are as follows:

North District Summer School, wages of teacher, . .	$123 50
" " Winter School, " " . . .	140 00
Books, fuel, and agency, ...	39 00
South District Summer School, wages of teacher, . .	54 00
" " Winter School, " " . . .	131 25
Book, fuel, &c., ...	16 00
Printing report, and superintendence, ...	15 00
Total, ...	$518 75

In conclusion we would appeal to the parents and guardians of the pupils, to join their best efforts with those of their teachers and committee, in making our schools what they ought to be, and in securing to their children the inestimable blessings which our school privileges are designed to impart.

School Committee.—MATTHIAS AMOS, WALTER MINGO, FOSTER L. PELLS.

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DUKES COUNTY.

CHILMARK.

All the branches required by law have been taught in all the schools, and in most of them the scholars have evinced a good degree of progress. The text-books are the same as have been used for a number of years, and with one or two exceptions are among the best now in use. We are glad to notice that in some of our schools more attention was paid to reading and spelling,—those important branches, often too much neglected at the present day,—than has been given to them for a long time. We do not mean to say that a greater number of pages were read, or rather repeated, or that more words were given as a day's lesson in spelling, but the children were taught to pronounce distinctly, to emphasize correctly, to give proper intonation, to pay a strict regard to punctuation, to spell every word of the lesson correctly. This is as it should be. Teachers cannot begin too early to insist upon correct modes of reading and spelling. Beginners are apt to fall into the habit of pronouncing their words in a tone which is perfectly unnatural, and if not checked will grow up miserable readers. Scholars, even when in their "A B C's," should be taught to pronounce their letters and words in the same tone of voice as that in which they talk. A good degree of attention was given to penmanship, but we would suggest that if a little more time was occupied in attending to this important branch, it would not be lost. A good handwriting can only be acquired by continued practice, and those who would secure it should not depend upon a dozen or two lessons during the year, given at a writing school, however beneficial they may be, but should avail themselves of every opportunity to practise. Every pupil should be provided with writing utensils that he may use each day he attends school.

School Committee.—JOHN W. MAYHEW, AUSTIN SMITH, CHARLES TILTON.

EDGARTOWN.

Raising Money.—It seems strange that it should be necessary to urge upon an intelligent community the importance of making a liberal appropriation for the education of their children. It is very much like asking a man to take an interest in the welfare of his own family. The latter is just as reasonable as the former. But many people look only at the aggregate, and suppose twenty-two hundred dollars to be a large sum to

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expend for schools; not considering that it gives less than six dollars to pay for instructing each child a year. Probably no parent who wishes to have his child educated, would think that twenty cents per week for forty weeks was too much for the purpose. That sum for each person in the town between five and fifteen years of age would amount in the aggregate to three thousand dollars. We leave it to the good sense of the public to say whether they will raise that amount; being eight dollars for each child between the ages above named.

The District System.—The town, at its annual meeting in April, 1866, abolished the school districts. So far as relates to the employment of teachers, the districts in this town have been virtually abolished for, we think, some fifteen years; the school committee having selected and employed all the Public School teachers during that time. The effect of the abolition of the school districts will be, that the town will have to provide for the furniture and repairs of all the school-houses, &c., instead of the several districts, as heretofore; the aggregate expense of which will no doubt be considerably less than under the old system. The division of the school money will be made with regard to the best interests of the children, without reference to district lines. Finally, we see no reason, if affairs are managed as they should be, why the town should regret the step they have taken in this matter.

School Committee.—JOHN PIERCE, FREDERICK P. FELLOWS, EDWIN MAYBERRY.

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AN ABSTRACT

OF THE SCHOOL RETURNS MADE BY THE SCHOOL COMMITTEES OF THE SEVERAL TOWNS AND CITIES IN THE COMMONWEALTH, FOR THE SCHOOL YEAR 1866–7.

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SUFFOLK COUNTY.

TOWNS.	Population — State Census, 1865.	Valuation—1865.	PUBLIC SCHOOLS.	No. of Scholars of all ages in the Public Schools.		Average attendance in the Public Schools.		Persons under 5 years of age who attend the Public Schools.	Persons over 15 years of age who attend the Public Schools.	No. in the State between 5 and 15 years of age May 1, 1866.	NO. OF TEACHERS IN PUBLIC SCHOOLS.			
											SUMMER.		WINTER.	
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				Males.	Fem.	Males.	Fem.
Boston, . .	192,324	$378,303,357	282	27,712	28,284	25,786	26,398	–	1,511	35,225	59	535	60	540
Chelsea, . .	14,403	7,706,745	51	3,032	3,001	2,712	2,547	14	174	3,320	2	54	2	54
North Chelsea, .	858	860,359	4	174	158	119	124	7	5	179	1	3	1	3
Winthrop, . .	634	406,239	3	127	126	105	106	3	9	124	–	3	–	3
Totals, . .	208,219	$387,276,700	340	31,045	31,569	28,722	29,175	24	1,699	38,848	62	595	63	600

ESSEX COUNTY.

Amesbury, . .	4,210	$1,677,632	21	837	834	700	659	4	63	858	4	17	4	17
Andover, . .	5,309	2,702,426	19	1,035	1,017	826	732	30	38	988	1	21	1	21
Beverly, . .	5,944	3,359,216	19	1,110	1,072	870	880	–	93	1,057	3	18	3	18
Boxford, . .	868	631,942	7	183	221	149	185	5	44	207	–	7	4	3
Bradford, . .	1,567	832,083	5	269	282	212	227	4	37	336	1	4	3	3
Danvers, . .	5,144	2,237,630	17	1,090	1,100	926	912	8	70	1,201	3	19	7	15
Essex, . .	1,630	912,417	9	338	382	271	333	21	49	337	–	11	2	7
Georgetown, .	1,926	760,473	10	740	345	585	263	5	34	418	1	9	1	9
Gloucester, . .	11,938	4,505,390	34	2,525	2,782	2,110	2,294	–	307	2,647	3	52	9	52
Grovland, . .	1,620	666,119	5	295	261	198	190	6	27	333	–	5	–	5
Hamilton, . .	800	481,423	4	121	128	86	103	5	16	123	–	6	3	1
Haverhill, . .	10,660	4,488,107	38	1,713	1,693	1,395	1,436	14	111	2,029	4	30	11	32

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Ipswich, . .	3,311	$1,556,491	12	534	566	455	451	10	43	588	2	12	5	8
Lawrence, . .	21,733	11,240,191	44	2,798	2,150	2,295	1,899	4	121	4,026	4	55	5	54
Lynn, . . .	20,800	10,053,309	41	4,110	3,852	3,279	3,002	3	146	4,592	5	60	5	60
Lynnfield, . .	725	604,617	3	159	146	107	124	2	14	137	-	3	1	2
Manchester, .	1,643	766,383	8	341	341	290	290	-	30	383	1	7	1	7
Marblehead, .	7,330	2,131,268	18	1,278	1,260	1,047	1,086	-	61	1,438	2	21	2	22
Methuen, . .	2,575	1,292,951	12	475	456	360	366	4	57	473	1	11	4	8
Middleton, . .	922	392,445	4	186	202	142	173	10	20	212	-	5	1	4
Nahant, . .	313	517,194	2	76	78	63	70	-	8	73	-	2	1	1
Newbury, . .	1,363	767,849	8	239	243	178	168	5	24	278	-	7	1	7
Newburyport, .	12,980	7,659,960	37	2,192	2,191	1,789	1,788	-	150	2,994	7	41	7	41
North Andover, .	2,622	1,830,829	11	402	413	330	323	2	43	505	1	10	1	10
Rockport, . .	3,367	1,279,717	10	934	1,024	786	819	-	203	683	1	12	2	13
Rowley, . .	1,196	511,171	6	253	222	206	181	3	19	261	-	7	2	5
Salem, . .	21,197	16,192,359	53	2,835	3,110	2,258	2,260	-	140	4,809	7	57	7	57
Salisbury, . .	3,609	1,680,089	14	625	642	493	508	8	60	756	4	10	8	6
Saugus, . .	2,006	1,300,074	9	384	391	321	325	10	18	436	-	9	-	9
South Danvers, .	6,050	3,819,766	16	1,206	1,161	1,002	959	7	51	1,401	6	19	6	19
Swampscott, .	1,619	1,449,859	6	301	336	270	289	-	18	321	1	6	1	6
Topsfield, . .	1,212	687,610	5	214	198	157	152	9	25	255	-	5	1	4
Wenham, . .	915	463,558	5	172	205	147	174	4	32	194	-	5	-	5
West Newbury, .	2,088	940,919	11	439	431	350	331	10	27	435	-	11	1	10
Totals, . .	171,192	$90,393,467	523	30,409	29,735	24,653	23,952	193	2,199	35,784	62	583	110	541

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SUFFOLK COUNTY—Continued.

TOWNS.	Number of different persons employed as Teachers in Public Schools.		AGGREGATE LENGTH OF THE PUBLIC SCHOOLS.			Average length as returned.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers per month, including the value of board.	Raised by taxes for Schools, including wages of Teachers, board, fuel, care of fires and school-rooms, for the school-year 1866-7.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Expense of Superintendence and printing School Reports.
	Males.	Females.	Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.						
Boston, . .	70	595	1,268.10	1,748.03	3,016.13	10.15	$226 63	$78 01	$589,000 00	–	$6,500 00
Chelsea, . .	2	54	267.03	267.03	534.06	10.10	170 83	41 75	40,000 00	–	1,210 00
North Chelsea, .	1	5	20.05	20.10	40.15	10.04	76 25	35 71	2,000 00	–	44 50
Winthrop, . .	–	4	18.15	11.03	29.18	10	–	30 34	1,000 00	–	32 23
Totals, . .	73	658	4.13	6	10.13	–	$157 90	$46 45	$632,000 00	–	$7,786 73

ESSEX COUNTY—Continued.

Amesbury, . .	5	20	79.17	72.17	152.14	7.05	$60 00	$24 08	$5,000 00	–	$220 69
Andover, . .	1	24	75.12	77.09	153.01	8.01	126 29	30 00	5,000 00	–	293 00
Beverly, . .	4	23	123.10	61.15	185.05	9.15	85 00	23 72	8,500 00	–	367 00
Boxford, . .	4	8	23.18	18.10	42.08	6.01	44 75	23 50	1,000 00	–	125 50
Bradford, . .	3	5	24.09	24.09	48.18	9.16	74 31	30 00	2,000 00	–	97 00
Danvers, . .	7	20	73.05	64.03	137.08	8.01	63 07	23 85	6,450 00	$100 00	275 00
Essex, . .	2	12	40.18	35.03	76.01	8.09	62 50	23 20	2,000 00	40 00	173 75
Georgetown, .	1	12	49	20.10	69.10	7.15	75 00	25 62	2,550 00	–	151 00
Gloucester, . .	10	59	151.08	151.07	302.15	10.02	104 16	23 64	18,300 00	500 00	1,098 25
Groveland, . .	–	6	19.10	14.15	34.05	6.07	–	27 90	1,008 00	–	71 21
Hamilton, . .	3	7	17.03	13	30.03	8.11	40 00	26 14	800 00	–	32 00
Haverhill, . .	11	43	169.15	177	346.15	9.03	87 06	37 69	16,000 00	–	585 25

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Ipswich, . .	5	14	45.10	53.15	99.05	8.05	$55 60	$21 50	$3,800 00	–	$124 75
Lawrence, . .	5	60	220	220	440	10	146 66	44 32	32,675 95	–	540 00
Lynn, . . .	6	78	205	225	430	10.10	139 00	39 90	36,465 00	–	789 86
Lynnfield, . .	1	4	18.01	9.15	27.16	9.05	50 00	27 67	950 00	–	86 75
Manchester, .	2	8	38.13	38.12	77.05	9.13	67 50	24 00	2,298 00	–	200 00
Marblehead, .	4	28	95.08	102.12	198	11	66 17	21 30	9,000 00	–	75 00
Methuen, . .	4	13	57.11	40,10	98.01	8.02	63 14	24 20	3,500 00	–	141 25
Middleton, . .	1	6	15.03	11.09	26.12	6.19	39 00	27 85	900 00	$100 00	60 00
Nahant, . .	1	3	10.10	12	22 10	11.05	62 50	41 66	1,403 54	–	68 00
Newbury, . .	1	9	27.10	27.05	54.15	6.15	30 00	21 40	1,300 00	50 00	70 00
Newburyport, .	8	46	175	195	370	10	98 57	35 75	23,094 49	–	200 00
North Andover, .	1	10	45.15	45.02	90.17	8.02	66 33	24 69*	3,000 00	30 00	250 00
Rockport, . .	3	18	38.05	41.05	79.10	8.03	44 00	25 56	3,000 00	–	261 00
Rowley, . .	2	9	23	18.08	41.08	6.19	42 00	22 33	1,200 00	–	65 00
Salem, . .	8	71	222	297	519	10.10	145 57	44 91	41,237 97	–	1,170 55
Salisbury, . .	8	10	52.15	63.15	116.10	8.06	42 38	21 85	3,500 00	–	135 00
Saugus, . .	–	11	36	54	90	10	–	35 00	3,500 00	–	100 00
South Danvers, .	6	22	82.03	82.02	164.05	10.05	82 08	29 11	12,000 00	–	460 00
Swampscott, .	1	6	28.10	36	64.10	10.15	83 33	25 00	3,500 00	–	132 00
Topsfield, . .	1	7	20.15	14.05	35	7	45 00	26 25	1,000 00	–	50 00
Wenham, . .	–	8	16.08	14.08	30.16	6.03	–	28 70	1,000 00	–	49 00
West Newbury, .	1	14	44	41.10	85.10	8.07	50 00	26 28	2,680 07	–	105 00
Totals, . .	120	694	4.10	4.11	9.01	–	$72 29	$28 19	$259,613 02	$820 00	$8,622 81

* Return of last year.

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SUFFOLK COUNTY—Concluded.

TOWNS.	Am't of School Funds, the income of which can be appropriated only for the support of Academies and Schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to Schools, that may be so appropriated or not.	HIGH SCHOOLS. Number.	How supported.	Length. Mos. Days.	Salary of Principal.	INCORP. ACADEMIES. Number.	Av'ge No. of Scholars.	Aggregate p'd for Tuition.	UNINCOR. ACADEMIES & PRIVATE SCHOOLS. Number.	Av'ge No. of Scholars.	Aggregate p'd for Tuition.
Boston,	$7,000 00	$472 60	–	1*	Taxation,	10.09	$3,625 00	–†	–	–	58	1,735	$192,193 00
Chelsea,	–	–	–	1	"	10.10	2,300 00	–	–	–	5	125	7,200 00
North Chelsea,	–	–	–	–	–	–	–	–	–	–	–	–	–
Winthrop,	–	–	–	–	–	–	–	–	–	–	–	–	–
Totals,	$7,000 00	$472 60	–	2	–	–	$5,925 00	–	–	–	63	1,860	$199,393 00

ESSEX COUNTY—Concluded.

Amesbury,	–	–	–	2	Taxation,	‖9.10	$600 00	–	–	–	3	60	$375 00
Andover,	$120,000 00	$6,500 00	–	1	Tax'n in part,	9.10	1,250 00	3	350	$7,500 00	1	30	350 00
Beverly,	–	–	–	1	Taxation,	9.15	1,200 00	–	–	–	2	40	400 00
Boxford,	2,361 99	133 95	$58 10	–	–	–	–	–	–	–	2	30	460 00
Bradford,	–	–	–	1	Taxation,	10	800 00	1	71	3,108 00	2	25	307 00
Danvers,	–	–	300 00	1	"	–	1,000 00	–	–	–	1	25	300 00
Essex,	–	–	–	–	–	–	–	–	–	–	–	–	–
Georgetown,	–	–	–	1	Taxation,	10	750 00	–	–	–	–	–	–
Gloucester,	–	–	–	1	"	10.05	1,400 00	–	–	–	2	70	700 00
Groveland,	–	–	–	–	–	–	–	1	–	–	–	–	–
Hamilton,	–	–	–	–	–	–	–	–	–	–	–	–	–
Haverhill,	–	–	521 18	1	Taxation,	10	1,500 00	–	–	–	3	60	600 00

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Ipswich,	$7,500 00	$358 33	–	1	Taxation,	10	$1,000 00	–	–	–	2	110	$2,900 00
Lawrence,	–	–	–	1	"	10	2,000 00	–	–	–	5§	1,000	–
Lynn,	–	–	–	1	"	10.10	1,741 00	–	–	–	9	311	8,400 00
Lynnfield,	–	–	–	–	–	–	–	–	–	–	–	–	–
Manchester,	–	–	–	1	Taxation,	9.05	635 00	–	–	–	–	–	–
Marblehead,	7,350 00	750 00	–	1	"	–	1,000 00	1	–	–	3	75	700 00
Methuen,	–	–	–	–	–	–	–	–	–	–	–	–	–
Middleton,	–	–	–	–	–	–	–	–	–	–	–	–	–
Nahant,	–	–	–	–	–	–	–	–	–	–	–	–	–
Newbury,	15,000 00	800 00	–	–	–	–	–	1	30	$400 00	–	–	–
Newburyport,	65,000 00	3,500 00	–	1	Taxation,	10	1,200 00	1	110	‡	8	100	1,000 00
North Andover,	200 00	8 00	–	–	–	–	–	–	–	–	1	12	200 00
Rockport,	–	–	–	1	Taxation,	8.10	510 00	–	–	–	1	20	145 00
Rowley,	–	–	–	–	–	–	–	–	–	–	–	–	–
Salem,	4,000 00	200 00	–	1	Taxation,	10.10	2,000 00	–	–	–	28	1,195	21,941 00
Salisbury,	–	–	–	–	–	–	–	–	–	–	–	–	–
Saugus,	–	–	–	–	–	–	–	–	–	–	–	–	–
South Danvers,	2,000 00	120 00	$335 17	1	Taxation,	10.10	1,200 00	–	–	–	–	–	–
Swampscott,	–	–	–	–	–	–	–	–	–	–	–	–	–
Topsfield,	–	–	–	–	–	–	–	–	–	–	–	–	–
Wenham,	–	–	–	–	–	–	–	–	–	–	1	25	30 00
West Newbury,	–	–	–	–	–	–	–	–	–	–	–	–	–
Totals,	$223,411 99	$12,370 28	$1,214 45	18	–	–	$19,786 00	8	561	$11,008 00	74	3,163	$38,808 00

* There are also the English High School and the Girls' High and Normal School.

‡ No tuition—but $50,000 income to support the school.

† Some 4,000 are educated in charitable institutions, paying about $1,500.

§ Two are large Catholic schools.

‖ Average.

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MIDDLESEX COUNTY.

TOWNS.	Population—State Census, 1865.	Valuation—1865.	PUBLIC SCHOOLS.	No. of Scholars of all ages in the Public Schools.		Average attendance in the Public Schools.		Persons under 5 years of age who attend the Public Schools.	Persons over 15 years of age who attend the Public Schools.	No. in the State between 5 and 15 years of age May 1, 1866.	NO. OF TEACHERS IN PUBLIC SCHOOLS.			
											Summer.		Winter.	
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				Males.	Fem.	Males.	Fem.
Acton,	1,660	$854,719	11	355	388	299	329	7	82	328	–	11	3	8
Arlington,	2,760	2,833,684	12	559	587	477	490	–	60	566	3	9	3	10
Ashby,	1,080	508,393	10	171	230	151	208	9	57	185	1	8	1	10
Ashland,	1,702	632,632	9	295	345	238	290	9	28	355	–	9	–	9
Bedford,	820	489,123	6	148	141	120	115	5	21	154	–	6	–	6
Belmont,	1,278	3,521,429	7	263	264	219	215	–	39	242	1	7	1	7
Billerica,	1,808	1,086,563	11	317	313	262	239	20	23	327	–	11	1	10
Boxborough,	454	238,592	4	82	104	77	92	1	21	91	–	4	–	4
Brighton,	3,859	3,812,694	12	902	801	712	656	–	45	907	3	15	3	16
Burlington,	594	408,136	6	106	67	82	50	4	8	113	–	4	–	2
Cambridge,	29,114	25,897,971	30	6,399	6,421	4,760	4,855	–	321	7,213	11	102	11	104
Carlisle,	629	354,122	5	127	149	105	121	5	22	130	–	5	2	3
Charlestown,	26,398	18,292,544	41	5,827	5,861	4,145	4,351	4	182	5,184	11	93	11	94
Chelmsford,	2,296	1,546,508	12	447	501	337	405	11	82	493	–	13	4	8
Concord,	2,231	1,658,881	12	399	447	336	362	3	63	458	–	12	–	12
Dracut,	1,905	1,109,304	13	336	384	253	317	12	64	298	1	10	2	11
Dunstable,	533	391,146	6	93	50	74	43	3	39	83	–	5	–	1
Framingham,	4,681	2,799,308	18	838	765	662	650	12	98	780	2	18	2	18
Groton,	3,176	1,553,920	18	598	647	492	481	28	100	712	–	17	5	17
Holliston,	3,125	1,502,682	16	703	713	549	595	13	88	761	1	16	1	16
Hopkinton,	4,140	1,595,257	19	1,084	978	899	842	15	62	1,008	1	18	1	18
Hudson,	–*	– –*	6	298	354	207	231	4	47	357	1	5	1	5
Lexington,	2,223	1,747,459	10	440	422	365	349	14	38	437	3	8	3	8

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Lincoln,	710	$606,833	4	141	125	124	107	–	14	146	–	4	–	4
Littleton,	967	632,380	7	196	239	169	210	13	43	192	–	6	2	5
Lowell,	31,004	20,980,041	57	7,541	7,675	4,390	4,514	6	507	5,978	12	85	13	87
Malden,	6,871	4,040,431	24	1,569	1,507	1,351	1,214	6	73	1,605	5	25	5	25
Marlborough,	7,209	2,530,622	21	1,240	1,083	1,048	907	20	93	1,358	3	19	4	18
Medford,	4,860	5,491,054	17	1,180	1,180	967	967	–	86	1,182	4	16	4	17
Melrose,	2,866	1,704,583	10	530	540	463	473	–	8	626	1	11	1	11
Natick,	5,220	1,841,121	22	1,075	1,070	887	821	–	76	1,178	1	21	2	21
Newton,	8,978	9,800,738	33	1,975	2,100	1,667	1,664	7	156	2,022	10	37	10	37
North Reading,	991	577,389	5	221	187	167	154	13	20	217	–	5	–	5
Pepperell,	1,709	924,405	11	386	387	335	305	6	87	266	–	10	4	10
Reading,	2,436	1,293,056	13	587	560	498	470	13	27	598	1	13	1	13
Sherborn,	1,049	869,539	8	201	193	170	161	6	29	210	–	7	1	7
Shirley,	1,217	676,275	9	260	274	230	236	5	41	314	–	9	6	3
Somerville,	9,366	5,683,244	35	2,235	2,047	1,822	1,653	–	83	2,159	5	32	5	32
South Reading,	3,245	1,778,786	13	705	644	520	491	27	71	690	1	15	1	14
Stoneham,	3,299	1,333,637	12	625	563	516	473	6	34	587	1	18	1	13
Stow,	1,537	764,278	7	326	324	255	267	23	54	332	–	7	1	6
Sudbury,	1,703	1,052,778	8	399	321	292	259	8	47	329	–	9	–	8
Tewksbury,	1,801	747,624	7	235	221	205	183	14	27	279	–	7	–	7
Townsend,	2,056	737,352	14	346	375	285	322	17	83	359	–	13	2	14
Tyngsborough,	624	348,137	7	95	122	77	103	7	12	102	–	7	1	7
Waltham,	6,897	5,552,109	21	1,276	1,320	1,095	1,118	50	75	1,165	2	23	2	23
Watertown,	3,779	2,757,957	14	760	705	604	569	–	50	711	4	11	4	11
Wayland,	1,138	658,073	7	219	185	198	158	3	27	238	–	7	–	7
Westford,	1,568	998,438	10	272	298	211	234	25	36	350	–	10	2	8
Weston,	1,231	1,103,274	7	234	235	201	190	5	40	224	1	7	1	7
Wilmington,	850	563,181	5	175	179	143	140	11	16	194	–	5	–	5
Winchester,	1,969	1,455,772	11	444	426	385	364	2	42	482	2	11	2	11
Woburn,	7,002	4,986,549	28	1,483	1,332	1,350	1,172	15	87	1,618	4	26	4	26
Totals,	220,618	$155,324,723	741	47,688	47,349	36,446	36,185	487	3,635	46,893	96	882	134	859

* Included in Marlborough and Stow.

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MIDDLESEX COUNTY—Continued.

TOWNS.	Number of different persons employed as Teachers in Public Schools.		AGGREGATE LENGTH OF THE PUBLIC SCHOOLS.			Average length as returned.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers per month, including the value of board.	Raised by taxes for Schools, including wages of Teachers, board, fuel, care of fires and school-rooms, for the school-year 1866-7.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Expense of Superintendence and printing School Reports.
	Males.	Females.	Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.						
Acton,	4	16	50.10	32	82.10	7.10	$41 67	$25 98	$2,225 00	-	$95 00
Arlington,	3	13	55	60	115	10	133 33	42 50	9,171 32	-	241 00
Ashby,	2	13	21	32.05	53.05	5.10	46 50	22 30	1,300 00	$25 00	99 00
Ashland,	-	13	30.06	31.08	61.14	6.17	-	27 52	1,900 00	-	61 00
Bedford,	-	10	29.05	16.10	45.15	7.13	-	24 25	1,300 00	-	-
Belmont,	1	8	21	50.15	71.15	10.05	114 29	36 05	4,400 00	-	170 00
Billerica,	1	15	33.12	35.15	69.07	6.06	23 00	21 76	1,800 00	-	121 50
Boxborough,	-	6	10.10	12	22.10	5.10	-	21 00	500 00	-	50 00
Brighton,	3	18	66	66	132	11	115 15	31 91	12,046 98	-	437 00
Burlington,	-	6	25	6.14	31.14	9.12	-	25 34	920 00	-	67 00
Cambridge,	11	123	147.15	147.15	295.10	9.17	187 98	53 89	83,173 04	-	1,454 86
Carlisle,	2	6	12.15	17.05	30	6.06	38 73	21 87	850 00	-	60 00
Charlestown,	11	107	186.10	252.04	438.14	10.14	145 20	44 30	62,769 91	-	2,190 00
Chelmsford,	4	16	40.17	38.16	79.13	6.13	48 50	24 70	2,500 00	-	140 00
Concord,	-	18	39	70.05	109.05	9	-	33 33	4,200 00	-	150 00
Dracut,	3	18	36.04	38.12	74.16	6.10	41 50	30 00	2,400 00	-	-
Dunstable,	-	6	17.16	2.19	20.15	3.09	-	27 16	525 00	16 00	36 00
Framingham,	3	21	59	118	177	9.17	105 00	30 00	7,500 00	-	360 00
Groton,	5	24	54.15	68.15	123.10	6.17	40 75	26 00	3,500 00	-	200 00
Holliston,	1	24	65.12	65.12	131.04	8.04	100 00	28 00	5,000 00	-	249 75
Hopkinton,	1	25	79	79	158	8.06	131 57	26 80	5,750 00	-	93 40
Hudson,	1	8	15.05	34.05	49.10	8.07	85 00	31 53	2,439 00	-	155 72
Lexington,	3	12	64.02	35.06	99.08	9.18	73 66	22 87	4,650 00	-	175 00

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Lincoln,	–	6	22.05	13.05	35.10	8 18	–	$33 50	$1,200 00	–	$27 00
Littleton,	2	9	19.10	23.08	42.18	6.03	$51 29	26 27	1,450 00	$50 00	100 00
Lowell,	15	108	250.06	315.10	565.16	10.05	158 35	40 43	60,000 00	–	2,378 78
Malden,	6	29	108	144	252	10.10	115 66	39 88	17,500 00	–	496 75
Marlborough,	4	22	84.18	84.17	169.15	8.08	88 61	31 50	8,000 00	24 00	421 09
Medford,	4	20	72.15	96.15	169.10	7.05	103 15	37 40	12,097 22	–	350 00
Melrose,	2	14	49.10	60.10	110	11	110 45	29 09	6,500 00	–	205 76
Natick,	3	27	73.10	76.05	149.15	7.03	93 38	27 25	6,000 00	100 00	190 50
Newton,	14	41	180.02	143 14	323.16	9.16	143 82	44 90	34,059 48	–	1,472 00
North Reading,	–	7	20.05	14.05	34.10	6.18	–	23 60	850 00	–	88 50
Pepperell,	4	16	31.06	34.02	65.08	5.19	35 00	23 76	1,900 00	6 00	80 00
Reading,	1	14	60	55.03	115.03	8.17	100 00	27 50	4,500 00	100 00	290 00
Sherborn,	1	8	28.13	29.13	58.06	8.07	70 00	23 11	1,500 00	–	145 83
Shirley,	6	11	24.18	26.17	51.15	5.15	31 83	23 50	1,400 00	–	115 00
Somerville,	5	35	144	216	360	10.02	125 00	45 00	30,000 00	–	540 00
South Reading,	2	17	62.17	62.17	125.14	9.13	96 00	30 94	5,500 00	–	310 00
Stoneham,	2	18	81.05	33.10	114.15	9.11	97 50	31 85	5,500 00	–	360 00
Stow,	1	9	24.15	21.13	46.08	6.13	45 00	29 66	1,500 00	89 75	115 00
Sudbury,	–	11	39.01	24.06	63.07	7.18	–	24 78	1,900 00	–	291 32
Tewksbury,	–	11	22.17	26.05	49.02	7	–	23 34	1,200 00	38 00	105 00
Townsend,	2	21	33	35.06	68.06	4.18	55 00	27 72	2,000 00	–	130 00
Tyngsborough,	1	10	24.14	25.05	49.19	7.01	57 00	37 15	1,050 00	–	104 81
Waltham,	2	34	110.05	110.05	220.10	10.10	128 57	31 78	12,307 58	–	379 60
Watertown,	4	13	94.10	45.10	140	10	117 50	41 59	10,600 00	–	300 00
Wayland,	–	14	28.15	30	58.15	8.08	–	27 09	1,718 17	–	112 26
Westford,	2	14	26.15	31.15	58.10	5.18	41 00	24 58	1,600 00	75 00	112 00
Weston,	1	9	32.10	32.10	65	9.05	80 00	26 50	2,293 00	–	125 00
Wilmington,	–	7	15.17	17.03	33	6.12	–	23 40	750 00	–	50 00
Winchester,	2	20	50.05	50.05	100.10	9.03	92 10	29 72	5,510 31	25 00	225 00
Woburn,	4	33	85	64	149	9.07	104 00	31 00	12,329 63	–	781 66
Totals,	149	1,134	4.03	4.08	8.11	–	$88 10	$30 13	$473,535 64	$548 75	$16,009 09

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MIDDLESEX COUNTY—Concluded.

Towns.	Am't of School Funds, the income of which can be appropriated only for the support of Academies and Schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to Schools, that may be so appropriated or not.	High Schools. Number.	How supported.	Length. Mos.	Length. Days.	Salary of Principal.	Incorp. Academies. Number.	Av'ge No. of Scholars.	Aggregate p'd for Tuition.	Unincor. Academies & Private Schools. Number.	Av'ge No. of Scholars.	Aggregate p'd for Tuition.
Acton,	–	–	–	–	–	–		–	–	–	–	4	110	$120 00
Arlington,	$5,354 00	$308 24	–	1	Taxation,	10		$1,800 00	–	–	–	1	10	500 00
Ashby,	–	–	–	1	"	5		600 00	–	–	–	–	–	–
Ashland,	–	–	–	–	–	–		–	–	–	–	–	–	–
Bedford,	–	–	–	–	–	–		–	–	–	–	1	10	150 00
Belmont,	–	–	–	1	Taxation,	10.05		1,200 00	–	–	–	–	–	–
Billerica,	21,000 00	1,260 00	–	–	–	–		–	1	40	$200 00	3	50	27 50
Boxborough,	–	–	–	–	–	–		–	–	–	–	1	20	65 00
Brighton,	–	–	–	1	Taxation,	11		1,400 00	–	–	–	–	–	–
Burlington,	–	–	–	–	–	–		–	–	–	–	–	–	–
Cambridge,	8,000 00	831 58	–	1	Taxation,	9.15		2,400 00	–	–	–	21	425	16,924 00
Carlisle,	500 00	30 00	–	–	–	–		–	–	–	–	–	–	–
Charlestown,	5,600 00	336 00	–	1	Taxation,	10.14		2,000 00	–	–	–	5	103	4,400 00
Chelmsford,	–	–	–	–	–	–		–	–	–	–	1	40	130 00
Concord,	1,581 59	77 86	–	1	Taxation,	9.15		800 00	–	–	–	2	12	450 00
Dracut,	–	–	–	–	–	–		–	–	–	–	–	–	–
Dunstable,	–	–	–	–	–	–		–	–	–	–	–	–	–
Framingham,	4,259 00	255 54	–	2	Taxation,	†10		†900 00	–	–	–	1	10	400 00
Groton,	*40,400 00	2,424 00	–	1	"	10		550 00	1	70	1,200 00	–	–	–
Holliston,	–	–	–	1	"	10		1,000 00	–	–	–	–	–	–
Hopkinton,	5,100 00	418 72	–	1	"	9.10		1,250 00	–	–	–	–	–	–
Hudson,	–	–	–	1	"	10		850 00	–	–	–	1	30	250 00
Lexington,	–	–	–	1	"	10		940 00	–	–	–	2	140	14,500 00

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Lincoln,	$1,209 21	$41 22	–	1	Taxation,	8.15	$450 00	–	–	–	–	–	–
Littleton,	–	–	–	–	–	–	–	–	–	–	–	–	–
Lowell,	–	–	–	1	Taxation,	10.09	2,000 00	–	–	–	5	‡500	$4,500 00
Malden,	–	–	–	1	"	10.10	1,450 00	–	–	–	–	–	–
Marlborough,	2,400 00	144 00	–	1	"	10	1,000 00	–	–	–	8	50	250 00
Medford,	–	–	–	1	"	7	1,300 00	–	–	–	3	45	1,000 00
Melrose,	–	–	–	1	"	11	1,215 00	–	–	–	1	25	300 00
Natick,	–	–	–	1	"	10	1,000 00	–	–	–	–	–	100 00
Newton,	–	–	–	1	"	10	2,000 00	2	219	$22,430 00	7	86	2,020 00
North Reading,	–	–	–	–	–	–	–	–	–	–	–	–	–
Pepperell,	–	–	–	1	Taxation,	8	600 00	–	–	–	–	–	–
Reading,	–	–	–	1	"	10	1,000 00	–	–	–	3	10	100 00
Sherborn,	5,000 00	300 00	–	1	Not by tax,	3	210 00	–	–	–	–	–	–
Shirley,	6,000 00	360 00	–	–	–	–	–	–	–	–	–	–	–
Somerville,	–	–	–	1	Taxation,	10.10	2,000 00	–	–	–	–	–	–
South Reading,	–	–	–	1	"	10.10	940 00	–	–	–	–	–	–
Stoneham,	–	–	–	1	"	10	1,000 00	–	–	–	–	–	–
Stow,	–	–	–	–	–	–	–	–	–	–	–	–	–
Sudbury,	300 00	18 00	–	–	–	–	–	–	–	–	1	20	350 00
Tewksbury,	–	–	–	–	–	–	–	–	–	–	–	–	–
Townsend,	–	–	–	–	–	–	–	–	–	–	5	–	200 00
Tyngsborough,	654 00	111 11	–	–	–	–	–	–	–	–	–	–	–
Waltham,	–	–	–	1	Taxation,	10.10	1,400 00	1	70	4,200 00	5	120	2,000 00
Watertown,	–	–	–	1	"	10	1,500 00	–	–	–	2	25	350 00
Wayland,	200 00	12 00	–	–	–	–	–	–	–	–	–	–	–
Westford,	16,000 00	900 00	–	–	–	–	–	1	39	650 00	–	–	–
Weston,	–	–	–	1	Taxation,	10	800 00	–	–	–	–	–	–
Wilmington,	–	–	–	–	–	–	–	–	–	–	–	–	–
Winchester,	–	–	–	1	Taxation,	10	1,067 00	–	–	–	2	20	1,200 00
Woburn,	16,000 00	960 00	–	1	"	10	1,000 00	1	48	1,150 00	3	91	757 00
Totals,	$139,557 80	$8,788 27	–	33	–	–	$38,822 00	7	486	$29,830 00	83	1,952	$51,043 50

* Last year returned $68,000. † Average. ‡ 340 attended *free* Catholic school.

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WORCESTER COUNTY.

TOWNS.	Population—State Census, 1865.	Valuation—1865.	PUBLIC SCHOOLS.	No. of Scholars of all ages in the Public Schools.		Average attendance in the Public Schools.		Persons under 5 years of age who attend the Public Schools.	Persons over 15 years of age who attend the Public Schools.	No. in the State between 5 and 15 years of age May 1, 1866.	NO. OF TEACHERS IN PUBLIC SCHOOLS.			
											SUMMER.		WINTER.	
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				Males.	Fem.	Males.	Fem.
Ashburnham,	2,153	$789,081	13	395	467	319	413	20	120	461	–	13	6	7
Athol,	2,813	1,085,516	14	516	503	463	435	12	68	589	1	13	3	11
Auburn,	959	503,928	7	206	188	164	157	8	35	242	–	6	1	5
Barre,	2,856	1,797,762	21	540	534	456	454	18	90	511	1	21	11	16
Berlin,	1,062	401,831	5	171	208	161	182	14	37	215	–	5	–	5
Blackstone,	4,857	1,993,024	15	991	891	697	616	39	51	1,094	2	15	4	13
Bolton,	1,504	636,514	10	295	302	241	247	9	26	326	1	9	1	9
Boylston,	792	467,551	6	180	161	160	142	13	33	152	–	5	1	4
Brookfield,	2,106	973,359	13	404	452	339	387	12	52	428	1	11	3	11
Charlton,	1,925	909,729	13	391	444	315	355	27	74	385	–	13	9	4
Clinton,	4,021	2,017,299	10	900	757	583	593	–	52	808	1	10	1	10
Dana,	789	242,117	6	179	197	151	160	10	37	174	–	6	2	5
Douglas,	2,157	871,651	11	491	435	423	360	27	43	516	1	10	2	8
Dudley,	2,077	681,471	9	359	373	260	278	16	22	524	–	9	4	5
Fitchburg,	8,119	4,240,252	32	1,564	1,576	1,318	1,335	25	111	1,772	4	32	5	38
Gardner,	2,553	905,324	13	532	558	427	492	8	166	561	1	12	4	9
Grafton,	3,962	1,777,973	19	769	823	642	720	31	83	944	1	18	1	19
Hardwick,	1,968	1,099,438	11	312	355	278	259	20	46	370	2	10	3	8
Harvard,	1,353	932,514	10	251	295	210	251	8	91	278	–	12	4	7
Holden,	1,846	853,695	14	329	415	268	344	13	81	358	–	13	2	12
Hubbardston,	1,546	741,433	15	315	372	279	310	33	100	320	–	14	5	10
Lancaster,	1,767	1,004,802	12	287	268	241	221	2	24	331	–	11	3	9
Leicester,	2,528	1,615,868	13	480	518	386	390	12	47	493	2	11	3	10
Leominster,	3,318	1,933,122	18	660	784	530	617	9	129	626	1	18	3	16
Lunenburg,	1,167	731,560	9	185	232	159	199	7	39	192	–	9	3	6

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Mendon,	1,207	$668,709	8	246	238	182	190	17	60	247	2	6	1	7
Milford,	9,102	3,275,281	24	2,324	2,064	1,680	1,550	13	132	2,530	4	31	4	31
Millbury,	3,780	1,392,456	17	715	661	559	533	28	52	883	1	16	2	16
New Braintree,	752	553,719	6	155	162	121	132	2	36	158	–	6	1	5
Northborough,	1,623	1,034,978	8	503	351	435	281	10	95	307	1	6	1	6
Northbridge,	2,642	898,385	13	547	549	437	447	23	51	581	2	12	1	13
North Brookfield,	2,514	1,104,648	14	524	531	375	428	10	68	557	1	13	4	10
Oakham,	925	318,003	8	183	217	160	174	9	41	152	–	6	3	5
Oxford,	2,713	1,137,476	13	528	515	410	422	20	62	569	1	12	2	11
Paxton,	626	297,237	6	138	164	118	140	14	34	137	–	5	1	4
Petersham,	1,386	651,779	11	240	280	197	234	8	46	263	–	11	1	10
Phillipston,	726	320,834	7	140	146	123	121	3	36	137	–	7	2	5
Princeton,	1,238	778,666	10	236	286	204	238	11	57	247	–	10	–	10
Royalston,	1,441	711,872	13	261	352	232	291	14	80	298	–	13	5	8
Rutland,	1,011	523,646	10	205	261	182	211	4	67	235	–	9	–	10
Shrewsbury,	1,571	1,026,968	8	423	375	358	323	–	79	315	1	7	1	6
Southborough,	1,750	957,409	9	353	325	310	255	11	37	333	1	9	1	9
Southbridge,	4,131	1,696,264	16	631	628	476	502	10	101	1,064	1	15	1	15
Spencer,	3,026	1,363,465	16	763	764	586	644	17	112	703	1	15	4	12
Sterling,	1,668	1,086,710	12	275	379	245	310	10	35	282	–	13	3	9
Sturbridge,	1,993	864,875	14	332	396	268	308	12	52	377	–	13	4	10
Sutton,	2,363	1,141,588	13	425	457	334	369	16	53	547	–	13	1	12
Templeton,	2,390	979,116	14	497	518	399	437	11	120	480	1	13	5	9
Upton,	2,017	736,082	13	347	414	304	344	23	57	352	–	12	2	11
Uxbridge,	2,835	1,624,174	15	561	536	428	407	37	65	572	1	15	3	13
Warren,	2,205	985,109	13	372	386	291	292	13	21	425	–	12	–	13
Webster,	3,608	1,060,039	10	495	480	381	398	18	59	700	2	8	3	7
Westborough,	3,141	860,922	13	582	569	498	480	15	55	630	1	13	1	12
West Boylston,	2,293	679,389	8	422	418	349	349	11	42	497	–	8	3	5
West Brookfield,	1,549	1,337,740	9	340	371	277	306	6	59	368	–	10	3	6
Westminster,	1,639	721,267	14	365	401	308	334	22	94	371	–	14	3	11
Winchendon,	2,802	1,160,952	14	501	594	392	437	17	94	548	1	12	1	12
Worcester,	30,058	19,701,244	82	5,063	5,192	4,407	3,896	–	457	5,780	5	92	6	90
Totals,	162,923	$60,857,766	780	31,404	32,088	25,496	25,700	828	4,166	34,815	46	763	157	670

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WORCESTER COUNTY—Continued.

Towns.	Number of different persons employed as Teachers in Public Schools.		Aggregate length of the Public Schools.			Average length as returned.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers per month, including the value of board.	Raised by taxes for Schools, including wages of Teachers, board, fuel, care of fires and school-rooms for the school-year 1866-7.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Expense of Superintendence and printing School Reports.
	Males.	Females.	Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.						
Ashburnham,	5	14	31.10	31.15	63.05	4.19	$45 17	$25 31	$2,000 00	–	$121 82
Athol,	3	23	224	224	448	8	50 66	29 90	4,300 00	–	290 00
Auburn,	1	8	17.17	16.05	34.02	6.05	33 00	24 07	1,200 00	$8 25	75 00
Barre,	5	25	63.10	57.05	120.15	6	51 33	23 03	3,300 00	–	300 00
Berlin,	–	7	15	15.07	30.07	6.01	–	27 90	800 00	–	50 00
Blackstone,	6	19	64.08	67.12	132	8.15	58 75	29 16	5,500 00	300 00	143 00
Bolton,	2	12	41.05	30.08	71.13	7.03	47 65	24 39	1,600 00	50 00	101 25
Boylston,	1	7	16.03	17.05	33.08	5.11	40 00	24 67	800 00	–	75 00
Brookfield,	3	14	38.10	40.08	78.18	6.01	80 00	27 24	3,500 00	–	120 00
Charlton,	9	14	36.06	40.11	76.17	6.06	38 81	24 12	2,369 82	–	110 00
Clinton,	1	12	65.08	32.18	98.06	9.17	119 70	32 85	5,472 09	–	200 75
Dana,	2	9	16	15.04	31.04	5.04	36 00	21 64	700 00	50 00	52 00
Douglas,	2	14	29.18	29.10	59.08	5.08	73 13	23 98	2,600 00	–	119 00
Dudley,	4	12	25.15	30.06	56.01	6.00	34 25	23 57	1,400 00	52 00	85 00
Fitchburg,	5	40	90.04	159.13	249.17	7.16	103 52	29 20	13,000 00	–	744 33
Gardner,	5	14	34.08	40.08	74.16	5.15	68 50	27 50	2,300 00	–	118 00
Grafton,	1	23	43.05	89.15	133	7.02	93 60	27 52	4,210 00	10 00	365 00
Hardwick,	4	12	39.10	26.07	65.17	6.05	35 04	21 99	1,800 00	42 50	116 50
Harvard,	4	15	34.01	32.10	66.11	6.13	37 74	26 70	2,000 00	15 00	132 05
Holden,	2	17	39	42	81	6	40 25	26 64	2,131 85	–	100 00
Hubbardston,	5	22	38.04	42.17	81.01	5.12	49 20	21 25	2,000 00	130 00	150 00
Lancaster,	3	13	48.19	34	82.19	7.05	39 33	25 32	2,200 00	25 00	74 00
Leicester,	3	13	48.01	47.12	95.13	7.04	67 35	31 67	4,500 00	–	257 00
Leominster,	6	21	89.17	40.16	130.13	7.14	70 16	26 56	4,251 37	12 00	251 00
Lunenburg,	3	11	27	27	54	6	42 66	29 42	1,903 16	–	139 75

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Mendon,	2	8	23.05	27.15	51	6.07	$43 77	$23 68	$1,244 64	–	$56 00
Milford,	5	39	84.05	142.10	226.15	9.10	106 94	29 80	14,000 00	–	493 00
Millbury,	2	22	101	43	144	8.06	88 45	25 35	5,100 00	–	200 00
New Braintree,	1	8	18	18	36	6	47 00	28 82	1,200 00	–	60 00
Northborough,	1	8	26	20.10	46.10	6.05	80 00	28 00	2,100 00	–	30 00
Northbridge,	2	22	56.15	56.15	113.10	8.15	69 00	27 40	4,200 00	–	75 00
North Brookfield,	4	16	48.05	44.15	93	6.18	56 33	26 16	3,700 00	–	154 33
Oakham,	3	9	18.15	26	44.15	6.07	33 33	22 14	1,190 00	–	60 00
Oxford,	3	13	45.03	43	88.03	6.16	73 00	24 45	3,000 00	–	111 00
Paxton,	1	5	12.15	13	25.15	4.06	56 00	20 63	700 00	–	69 75
Petersham,	1	12	31.05	34.05	65.10	6	24 00	22 12	1,500 00	–	127 00
Phillipston,	2	10	16.10	17.15	34.05	4.18	38 80	21 76	800 00	–	50 50
Princeton,	–	14	26.18	30	56.18	5.19	–	21 19	1,250 00	–	88 75
Royalston,	4	16	30.11	35.10	66.01	5.02	36 80	22 77	1,200 00	$20 00	128 35
Rutland,	–	12	19.19	26.18	46.17	4.18	–	28 97	1,200 00	–	73 60
Shrewsbury,	2	12	23.09	24.09	47.18	6.17	78 66	31 11	2,000 00	–	138 07
Southborough,	1	13	35.15	35.14	71.09	7.19	80 00	25 32	3,000 00	–	90 00
Southbridge,	1	24	74	49.06	123.06	7.14	85 00	21 00	3,800 00	–	171 00
Spencer,	3	18	41.01	51.09	92.10	5.08	51 50	24 86	3,850 00	–	240 00
Sterling,	3	18	37	33.10	70.10	5.17	42 50	25 74	2,000 00	40 00	68 00
Sturbridge,	4	19	38.10	42.10	81	6	26 83	25 26	1,800 00	–	113 00
Sutton,	1	21	30.05	41.05	71.10	5.10	42 00	26 77	2,500 00	100 12	136 37
Templeton,	5	15	46	40.06	86.06	6.04	50 53	26 50	3,000 00	–	210 00
Upton,	2	13	35.15	38.15	74.10	6	52 50	25 23	2,276 32	78 00	126 50
Uxbridge,	3	20	51.18	49.08	101.06	6.15	70 51	23 13	3,556 26	69 00	129 00
Warren,	–	20	34.13	38.09	73.02	5.18	–	26 09	2,000 00	50 00	105 50
Webster,	3	9	42.11	42.12	85.03	8.10	59 33	29 50	3,700 00	–	201 00
Westborough,	2	15	49.04	49.04	98.08	7	84 00	25 50	3,450 00	–	260 00
West Boylston,	3	10	25.06	22.12	47.18	6.12	41 74	24 75	1,550 00	–	119 00
West Brookfield,	3	12	27.07	28.12	55.19	6.04	44 00	27 40	2,150 00	–	85 00
Westminster,	3	18	27.15	36.02	63.17	4.19	48 00	24 65	2,200 00	–	110 05
Winchendon,	3	16	35.04	39.05	74.09	5.14	65 38	29 57	3,000 00	–	207 25
Worcester,	9	105	402.05	401.05	803.10	10.10	147 38	43 47	61,675 00	–	2,691 79
Totals,	167	983	3.13	3.14	7.07	–	$58 87	$26 20	$225,730 51	$1,051 87	$11,269 26

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WORCESTER COUNTY—Concluded.

TOWNS.	Am't of School Funds, the income of which can be appropriated only for the support of Academies and Schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to Schools, that may be so appropriated or not.	HIGH SCHOOLS.				INCORP. ACADEMIES.			UNINCOR. ACADEMIES & PRIVATE SCHOOLS.		
				Number.	How supported.	Length. Mos. Days.	Salary of Principal.	Number.	Av'ge No. of Scholars.	Aggregate p'd for Tuition.	Number.	Av'ge No. of Scholars.	Aggregate p'd for Tuition.
Ashburnham,	–	–	–	–	–	–	–	–	–	–	1	50	$200 00
Athol,	–	–	–	1	Taxation,	10	$800 00	–	–	–	–	–	–
Auburn,	–	–	–	–	–	–	–	–	–	–	–	–	–
Barre,	–	–	–	1	Taxation,	9	766 66	–	–	–	–	–	–
Berlin,	$2,020 00	$121 20	–	–	–	–	–	–	–	–	–	–	–
Blackstone,	–	–	$287 54	1	Taxation,	9	900 00	–	–	–	–	–	–
Bolton,	12,000 00	920 00	–	1	Not by tax,	10.10	500 00	–	–	–	–	–	–
Boylston,	–	–	–	–	–	–	–	–	–	–	2	57	105 00
Brookfield,	–	–	–	1	Taxation,	6	900 00	–	–	–	2	60	75 00
Charlton,	1,000 00	60 00	131 10	–	–	–	–	–	–	–	–	–	–
Clinton,	–	–	–	1	Taxation,	10.12	1,200 00	–	–	–	–	–	–
Dana,	–	–	–	–	–	–	–	–	–	–	2	–	50 00
Douglas,	941 29	56 48	–	1	Taxation,	10	900 00	–	–	–	–	–	–
Dudley,	2,000 00	120 00	–	–	–	–	–	1	80	$1,500 00	–	–	–
Fitchburg,	–	–	–	1	Taxation,	10	1,200 00	–	–	–	1	25	500 00
Gardner,	1,000 00	60 00	–	1	"	6.10	633 00	–	–	–	3	70	175 00
Grafton,	–	–	79 65	1	"	11.15	1,117 00	–	–	–	3	100	200 00
Hardwick,	200 00	12 00	–	–	–	–	–	–	–	–	1	35	123 20
Harvard,	–	–	–	–	–	–	–	–	–	–	–	–	–
Holden,	3,866 66	202 00	–	–	–	–	–	–	–	–	1	35	105 00
Hubbardston,	1,200 00	72 00	–	–	–	–	–	–	–	–	1	35	125 00
Lancaster,	1,000 00	50 00	–	–	–	–	–	1	50	1,450 00	–	–	–
Leicester,	26,000 00	1,560 00	–	1	Taxation,	10.10	800 00	1	50	1,200 00	–	–	–
Leominster,	11,433 33	999 87	–	1	Tax in part,	9.10	889 00	–	–	–	1	60	60 00
Lunenburg,	–	–	–	–	–	–	–	–	–	–	2	45	240 00

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Mendon,	-	-	$150 28	-	-	-	-	-	-	-	-	-	-
Milford,	-	-	-	1	Taxation,	10	$1,250 00	-	-	-	8	100	$994 00
Millbury,	-	-	-	1	"	10	1,000 00	-	-	-	-	-	-
New Braintree,	-	-	-	-	-	-	-	-	-	-	-	-	-
Northborough,	-	-	-	-	-	-	-	-	-	-	2	20	-
Northbridge,	-	-	-	1	Taxation,	10.05	800 00	-	-	-	-	-	-
North Brookfield,	-	-	-	1	"	9.05	925 00	-	-	-	-	-	-
Oakham,	-	-	-	-	-	-	-	-	-	-	-	-	-
Oxford,	-	-	-	1	Taxation,	10	900 00	-	-	-	-	-	-
Paxton,	-	-	94 05	-	-	-	-	-	-	-	1	25	75 00
Petersham,	$735 07	$44 10	-	-	-	-	-	-	-	-	1	78	820 00
Phillipston,	-	-	-	-	-	-	-	-	-	-	-	-	-
Princeton,	-	-	-	-	-	-	-	-	-	-	-	-	-
Royalston,	6,500 00	572 96	-	-	-	-	-	-	-	-	2	55	200 00
Rutland,	-	-	-	-	-	-	-	-	-	-	1	30	100 00
Shrewsbury,	-	-	-	1	Taxation,	5.08	540 00	-	-	-	-	-	-
Southborough,	-	-	-	1	"	9.11	800 00	1	26	$10,400 00	2	20	280 00
Southbridge,	-	-	-	1	"	10	850 00	-	-	-	-	-	-
Spencer,	436 66	26 20	-	1	"	10	800 00	-	-	-	-	-	-
Sterling,	-	-	-	-	-	-	-	-	-	-	-	-	-
Sturbridge,	-	-	-	-	-	-	-	-	-	-	3	70	90 00
Sutton,	1,900 00	114 00	-	-	-	-	-	-	-	-	4	29	197 00
Templeton,	-	-	-	1	Taxation,	9	650 00	-	-	-	3	60	180 00
Upton,	-	-	-	1	Tax in part,	2.15	660 00	-	-	-	-	-	-
Uxbridge,	-	-	220 00	1	Taxation,	9.14	850 00	-	-	-	-	-	-
Warren,	-	-	-	-	-	-	-	-	-	-	2	50	150 00
Webster,	-	-	-	1	Taxation,	9.10	1,000 00	-	-	-	1	15	100 00
Westborough,	-	-	-	1	"	10	900 00	-	-	-	-	-	-
West Boylston,	-	-	-	-	-	-	-	-	-	-	3	20	200 00
West Brookfield,	-	-	-	-	-	-	-	-	-	-	-	-	-
Westminster,	-	-	-	1	Tax in part,	5.05	354 38	-	-	-	-	-	-
Winchendon,	-	-	-	1	Taxation,	9	588 44	-	-	-	3	80	100 00
Worcester,	-	-	-	1	Taxation,	10.10	2,500 00	1	60	2,000 00	11	390	25,500 00
Totals,	$71,733 01	$4,990 81	$962 62	29	-	-	$25,973 48	5	266	$16,550 00	61	1,614	$30,444 20

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HAMPSHIRE COUNTY.

TOWNS.	Population — State Census, 1865.	Valuation—1865.	PUBLIC SCHOOLS.	No. of Scholars of all ages in the Public Schools.		Average attendance in the Public Schools.		Persons under 5 years of age who attend the Public Schools.	Persons over 15 years of age who attend the Public Schools.	No. in the State between 5 and 15 years of age May 1, 1866.	NO. OF TEACHERS IN PUBLIC SCHOOLS.			
											Summer.		Winter.	
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				Males.	Fem.	Males.	Fem.
Amherst,	3,413	$1,860,457	16	551	667	495	545	13	168	637	–	16	8	14
Belchertown,	2,636	1,108,591	19	456	565	371	463	26	81	519	1	18	8	12
Chesterfield,	802	372,790	10	155	161	130	129	9	28	175	–	9	2	6
Cummington,	980	342,842	10	246	248	204	197	14	28	238	–	10	3	7
Easthampton,	2,869	1,700,599	14	467	514	364	414	5	17	741	–	12	–	14
Enfield,	999	610,644	8	164	206	137	160	10	27	198	–	8	2	6
Goshen,	412	152,796	5	77	81	68	66	5	9	83	–	5	–	5
Granby,	908	470,125	8	198	154	153	146	12	9	194	–	9	1	8
Greenwich,	647	261,416	7	99	138	82	116	7	26	123	–	6	1	6
Hadley,	2,246	1,279,320	14	337	438	296	360	14	25	403	–	13	–	14
Hatfield,	1,405	1,442,691	8	280	320	199	246	9	36	312	–	8	1	7
Huntington,	1,163	409,395	8	181	202	136	164	4	32	245	–	8	2	6
Middlefield,	723	351,881	6	135	143	112	97	6	15	160	–	6	4	2
Northampton,	7,927	4,789,965	30	1,363	1,210	1,131	1,031	8	84	1,599	1	35	1	37
Pelham,	739	197,457	7	134	162	111	124	6	29	150	–	7	–	7
Plainfield,	579	239,097	10	100	111	90	99	5	23	104	–	9	1	8
Prescott,	596	221,712	6	111	112	94	89	7	14	107	–	7	2	4
South Hadley,	2,098	1,103,491	9	488	446	393	368	6	38	499	1	8	2	8
Southampton,	1,216	502,448	7	205	209	164	161	5	25	258	–	7	2	5
Ware,	3,307	1,306,545	18	801	691	567	575	9	96	736	3	16	6	14
Westhampton,	637	291,384	7	277	152	218	125	8	31	133	–	7	1	6
Williamsburg,	1,972	1,085,693	13	418	455	342	300	4	33	480	–	13	2	11
Worthington,	925	409,655	12	204	201	163	175	8	49	207	–	12	4	8
Totals,	39,199	$20,510,994	252	7,447	7,586	6,020	6,150	200	923	8,301	6	249	48	215

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HAMPDEN COUNTY.

Agawam,	1,665	$816,850	10	270	302	208	235	7	16	292	–	10	2	8
Blandford,	1,087	529,150	13	260	203	216	155	25	47	193	–	15	2	8
Brimfield,	1,316	719,750	11	206	249	159	202	11	16	236	–	9	2	9
Chester,	1,266	445,900	12	256	276	205	217	17	47	303	–	12	2	10
Chicopee,	7,581	3,128,250	22	1,266	1,313	971	967	22	132	1,388	3	26	3	26
Granville,	1,363	516,277	12	251	248	185	178	12	11	319	–	11	2	9
Holland,	368	131,000	4	86	93	72	72	2	17	84	–	5	2	2
Holyoke,	5,648	2,579,250	21	977	1,035	693	668	11	64	1,321	2	20	2	22
Longmeadow,	1,480	1,016,500	11	193	237	177	181	12	34	251	–	9	2	9
Ludlow,	1,233	455,050	10	195	211	145	163	4	32	250	–	13	3	6
Monson,	3,132	1,316,700	19	465	513	367	423	22	51	563	–	18	4	15
Montgomery,	354	158,850	5	74	67	57	48	6	16	80	–	5	2	3
Palmer,	3,081	1,254,000	17	571	579	467	468	17	43	711	–	16	1	16
Russell,	619	212,800	7	106	130	99	106	6	10	142	–	7	–	7
Southwick,	1,155	604,200	10	242	268	175	193	12	45	260	–	10	–	10
Springfield,	22,038	13,379,212	64	3,675	3,218	2,672	2,540	23	356	3,846	9	74	7	70
Tolland,	511	298,588	8	72	118	51	83	6	22	147	–	5	–	8
Wales,	696	254,600	5	113	138	81	109	4	17	132	–	5	3	2
Westfield,	5,634	3,244,600	23	983	975	693	725	48	45	1,116	3	25	3	25
West Springfield,	2,100	1,319,550	12	360	388	270	302	9	16	405	–	11	–	13
Wilbraham,	2,111	872,100	13	354	406	249	327	19	58	392	–	14	3	10
Totals,	64,438	$33,253,177	309	10,975	10,967	8,212	8,362	295	1,095	12,431	17	320	45	288

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HAMPSHIRE COUNTY—Continued.

TOWNS.	Number of different persons employed as Teachers in Public Schools.		AGGREGATE LENGTH OF THE PUBLIC SCHOOLS.			Average length as returned.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers per month, including the value of board.	Raised by taxes for Schools, including wages of Teachers, board, fuel, care of fires and school-rooms, for the school-year 1866-7.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Expense of Superintendence and printing School Reports.
	Males.	Females.	Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.						
Amherst,	3	26	64.15	64.05	129	8.01	$63 33	$28 35	$6,000 00	–	$463 30
Belchertown,	8	23	52.10	58.10	111	6	34 96	23 22	3,000 00	$142 50	105 00
Chesterfield,	2	13	33.17	23.05	57.02	6.05	27 50	26 70	800 00	536 00	45 00
Cummington,	3	15	32.05	35	67 05	6.15	32 33	21 57	1,000 00	515 00	57 00
Easthampton,	–	21	50.17	56.08	107.05	8	–	29 28	3,500 00	–	100 00
Enfield,	2	12	22.10	25.15	48.05	6	37 00	20 63	1,200 00	–	43 70
Goshen,	–	8	13.10	17.15	31.05	6.05	–	20 80	400 00	212 00	40 00
Granby,	1	12	31.09	24	55.09	7.03	–	24 41	1,400 00	50 00	65 00
Greenwich,	1	12	17.03	27.02	44.05	6.14	38 00	20 88	1,000 00	–	59 00
Hadley,	–	20	34.18	34.18	69.16	7.16	–	26 22	3,100 00	–	148 25
Hatfield,	1	13	23.05	25.15	49	6.05	53 84	28 00	1,618 00	–	80 00
Huntington,	2	13	25	25	50	6.05	45 50	24 21	1,000 00	442 00	62 41
Middlefield,	4	8	20	18	38	6.07	31 00	21 40	600 00	266 00	48 00
Northampton,	1	46	127.15	129	256.15	8.11	160 00	26 35	13,000 00	–	557 41
Pelham,	–	14	17.10	24.10	42	6	–	22 54	964 45	–	78 00
Plainfield,	1	11	25.10	25.10	51	5.13	32 00	16 37	600 00	410 00	43 54
Prescott,	2	7	19.15	13.05	33	5	34 50	20 90	700 00	60 00	37 00
South Hadley,	2	11	37.10	34.10	72	8	70 00	31 50	3,000 00	192 62	57 00
Southampton,	2	10	27	20.15	47.15	6.16	39 50	24 36	1,000 00	411 00	78 75
Ware,	6	20	76.04	50	126.04	7	58 95	23 12	5,116 00	–	238 18
Westhampton,	1	10	35	16.15	51.15	7.17	35 00	21 24	900 00	281 44	62 00
Williamsburg,	2	19	36.05	33.10	69.15	8.08	47 50	27 43	2,000 00	375 00	71 00
Worthington,	4	15	37.17	41.05	79.02	6.08	36 50	26 00	800 00	1,100 90	50 00
Totals,	48	359	3.08	3.05	6.13	–	$43 19	$24 15	$52,698 45	$4,998 56	$2,589 54

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HAMPDEN COUNTY—Continued.

Agawam,	2	16	40.10	31.10	72	7.04	$24 00	$19 00	$1,500 00	$300 00	$66 00
Blandford,	2	16	46.05	30	76.05	6.02	32 75	25 05	800 00	877 00	44 50
Brimfield,	2	14	35	34.01	69.01	7.00	21 50	21 50	1,500 00	105 00	119 50
Chester,	2	14	37.10	41.13	79.03	6.12	39 00	24 70	1,400 00	823 00	79 25
Chicopee,	3	39	141.15	76	217.15	9.18	96 83	30 94	12,500 00	–	320 00
Granville,	2	16	34	31.10	65.10	6.05	35 00	22 35	1,100 00	825 00	50 00
Holland,	2	7	11.15	12.05	24	6	22 50	18 85	300 00	127 25	36 00
Holyoke,	2	28	101.10	101.05	202.15	9.13	113 13	29 28	9,000 00	500 00	535 00
Longmeadow,	2	15	43.09	39.08	82.17	8.08	55 00	24 57	2,426 00	–	111 00
Ludlow,	3	13	30.15	31	61.15	6.17	46 00	25 00	1,400 00	135 00	60 00
Monson,	4	27	52.10	56.10	109	5.15	40 00	22 50	2,500 00	400 00	150 00
Montgomery,	2	8	17.10	16.05	33.15	6.15	33 50	23 40	575 00	282 00	17 00
Palmer,	1	23	63.18	62.17	126.15	7.09	50 00	25 80	3,500 00	–	245 00
Russell,	–	8	15.15	26.05	42	6	–	18 65	500 00	237 00	20 00
Southwick,	–	14	39	33	72	7	–	24 15	800 00	272 50	66 50
Springfield,	9	90	320	320	640	10	135 50	39 07	42,950 00	–	2,148 00
Tolland,	–	10	13.10	21	34.10	6	–	23 61	500 00	430 00	26 00
Wales,	3	5	15.19	16.03	32.02	6	29 00	22 13	750 00	30 00	46 50
Westfield,	3	33	103	104	207	9	88 00	29 00	8,000 00	–	300 00
West Springfield,	–	20	44.03	48	92.03	8	–	23 79	2,400 00	64 00	158 75
Wilbraham,	3	18	36.15	42	78.15	6	38 00	22 45	1,600 00	75 00	90 00
Totals,	47	434	4.01	3.16	7.17	–	$52 92	$24 56	$96,001 00	$5,482 75	$4,689 00

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HAMPSHIRE COUNTY—Concluded.

TOWNS.	Am't of School Funds, the income of which can be appropriated only for the support of Academies and Schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to Schools, that may be so appropriated or not.	HIGH SCHOOLS. Number.	How supported.	Length. Mos. Days.	Salary of Principal.	INCORP. ACADEMIES. Number.	Av'ge No. of Scholars.	Aggregate p'd for Tuition.	UNINCOR. ACADEMIES & PRIVATE SCHOOLS. Number.	Av'ge No. of Scholars.	Aggregate p'd for Tuition.
Amherst,	$800 00	$42 00	–	1	Taxation,	10	$1,200 00	1	–	–	3	55	$1,200 00
Belchertown,	–	–	–	–	–	–	–	–	–	–	7	24	425 00
Chesterfield,	1,100 00	66 00	–	–	–	–	–	–	–	–	1	18	84 00
Cummington,	–	–	–	–	–	–	–	–	–	–	1	30	112 50
Easthampton,	75,000 00	5,000 00	–	1	Taxation,	10	700 00	1	160	$6,294 70	–	–	–
Enfield,	–	–	–	–	–	–	–	–	–	–	–	–	–
Goshen,	–	–	–	–	–	–	–	–	–	–	–	–	–
Granby,	–	–	–	1	Taxation,	6	500 00	–	–	–	–	–	–
Greenwich,	500 00	30 00	–	–	–	–	–	–	–	–	–	–	–
Hadley,	26,819 00	1,864 88	–	1	Not by Tax,	10.10	1,000 00	–	–	–	1	5	510 00
Hatfield,	–	–	–	–	–	–	–	–	–	–	–	–	–
Huntington,	–	–	–	–	–	–	–	–	–	–	1	12	198 00
Middlefield,	–	–	90	–	–	–	–	–	–	–	1	30	150 00
Northampton,	2,906 87	235 41	–	1	Taxation,	10	1,600 00	–	–	–	3	100	2,500 00
Pelham,	–	–	–	–	–	–	–	–	–	–	1	16	42 00
Plainfield,	–	–	–	–	–	–	–	–	–	–	–	–	–
Prescott,	–	–	–	–	–	–	–	–	–	–	–	–	–
South Hadley,	2,000 00	120 00	–	–	–	–	–	1	250	*$31,250 00	1	20	100 00
Southampton,	2,000 00	106 50	–	–	–	–	–	1	30	108 50	–	–	–
Ware,	–	–	–	1	Taxation,	10	1,000 00	–	–	–	–	–	–
Westhampton,	–	–	–	–	–	–	–	–	–	–	–	–	–
Williamsburg,	20,300 00	2,011 50	–	–	–	–	–	–	–	–	–	–	–
Worthington,	1,948 67	116 92	146 98	–	–	–	–	–	–	–	1	46	125 00
Totals,	$133,374 54	$9,593 21	$236 98	6	–	–	$6,000 00	4	440	$37,653 20	21	356	$5,446 50

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HAMPDEN COUNTY—Concluded.

Agawam,	–	–	–	–	–	–	–	–	–	–	2	30	$300 00
Blandford,	$2,300 00	$138 00	–	–	–	–	–	–	–	–	1	7	16 00
Brimfield,	16,000 00	1,120 00	–	1	Not by tax,	10.10	$800 00	–	–	–	–	–	–
Chester,	700 00	38 00	–	–	–	–	–	–	–	–	2	40	175 00
Chicopee,	10,106 45	628 32	–	2	Taxation,	10	†1,100 00	–	–	–	–	–	–
Granville,	–	–	–	–	–	–	–	–	–	–	3	48	350 00
Holland,	222 23	13 34	–	–	–	–	–	–	–	–	–	–	–
Holyoke,	–	–	–	1	Taxation,	10	1,265 00	–	–	–	1	20	100 00
Longmeadow,	1,131 00	67 86	–	–	–	–	–	–	–	–	1	18	600 00
Ludlow,	–	–	–	–	–	–	–	–	–	–	1	25	3 00
Monson,	25,000 00	1,700 00	–	–	–	–	–	1.	85	$1,946 12	–	–	–
Montgomery,	–	–	–	–	–	–	–	–	–	–	–	–	–
Palmer,	825 00	62 00	–	–	–	–	–	–	–	–	–	–	142 00
Russell,	–	–	–	–	–	–	–	–	–	–	–	–	–
Southwick,	15,618 00	937 08	–	1	Taxation,	6.15	344 25	–	–	–	–	32	60 00
Springfield,	7,704 00	445 33	$103 10	1	"	10	2,000 00	–	–	–	10	325	10,000 00
Tolland,	–	–	–	–	–	–	–	–	–	–	1	14	130 00
Wales,	–	–	–	–	–	–	–	–	–	–	2	40	54 00
Westfield,	10,000 00	600 00	–	1	Taxation,	10	1,000 00	1	30	600 00	2	30	500 00
West Springfield,	13,500 00	818 07	–	–	–	–	–	–	–	–	2	20	60 00
Wilbraham,	1,705 00	102 31	–	–	–	–	–	1	348	13,032 93	1	20	225 00
Totals,	$104,811 68	$6,670 31	$103 10	7	–	–	$7,609 25	3	463	$15,579 05	29	669	$12,715 00

* Including *board* and tuition.

† Average.

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FRANKLIN COUNTY.

TOWNS.	Population—State Census, 1865.	Valuation—1865.	PUBLIC SCHOOLS.	No. of Scholars of all ages in the Public Schools.		Average attendance in the Public Schools.		Persons under 5 years of age who attend the Public Schools.	Persons over 15 years of age who attend the Public Schools.	No. in the State between 5 and 15 years of age May 1, 1866.	NO. OF TEACHERS IN PUBLIC SCHOOLS.			
											Summer.		Winter.	
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				Males.	Fem.	Males.	Fem.
Ashfield,	1,221	$611,869	14	221	271	194	236	11	73	259	–	14	3	10
Bernardston,	902	484,893	6	148	178	126	152	10	24	171	–	6	1	5
Buckland,	1,922	526,468	10	333	373	268	284	17	40	437	–	10	–	10
Charlemont,	994	367,216	8	173	206	144	160	9	47	238	–	7	2	6
Coleraine,	1,726	637,954	18	347	407	281	341	19	104	344	–	17	4	13
Conway,	1,538	703,919	15	325	349	268	276	12	84	330	1	14	1	15
Deerfield,	3,040	1,215,423	18	616	690	509	551	8	102	674	1	18	6	14
Erving,	576	173,229	5	124	149	104	121	10	8	117	–	5	–	5
Gill,	635	390,569	6	99	140	80	123	2	28	128	–	6	–	6
Greenfield,	3,211	1,899,806	13	514	522	424	422	2	73	673	1	15	2	14
Hawley,	687	182,638	11	144	178	121	145	18	35	138	–	11	1	9
Heath,	642	232,551	8	90	153	80	113	5	29	141	–	7	4	4
Leverett,	914	284,644	8	161	183	140	157	5	46	189	–	8	2	5
Leyden,	592	278,647	5	91	118	68	94	–	15	111	–	5	4	1
Monroe,	192	79,375	3	49	55	32	30	6	14	39	–	3	–	3
Montague,	1,575	606,737	12	328	336	285	308	18	40	366	–	12	3	9
New Salem,	1,115	336,476	12	216	233	187	199	15	54	214	–	12	2	10
Northfield,	1,660	712,054	13	313	357	251	274	4	49	381	–	13	–	13
Orange,	1,909	599,248	14	346	361	307	309	25	76	360	–	15	1	12
Rowe,	563	180,425	8	101	163	86	133	4	44	134	–	7	1	7
Shelburne,	1,563	822,620	9	257	275	214	224	11	36	304	–	11	1	9

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Shutesbury, .	788	$219,250	9	167	159	143	123	9	29	174	–	9	2	5
Sunderland, .	861	413,827	7	162	189	133	163	6	34	182	1	7	2	5
Warwick, . .	902	220,658	10	192	222	169	185	9	52	175	–	10	–	11
Wendell, . .	602	201,657	7	115	130	94	93	7	20	127	–	8	–	8
Whately, . .	1,012	665,972	6	169	172	145	133	6	21	199	–	6	–	6
Totals, . .	31,342	$13,048,120	255	5,801	6,569	4,853	5,349	248	1,177	6,605	4	256	42	215

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FRANKLIN COUNTY—Continued.

TOWNS.	Number of different persons employed as Teachers in Public Schools.		AGGREGATE LENGTH OF THE PUBLIC SCHOOLS.			Average length as returned.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers per month, including the value of board.	Raised by taxes for Schools, including wages of Teachers, board, fuel, care of fires and school-rooms, for the school-year 1866-7.	Amount of board, fuel, &c. voluntarily contributed for Public Schools.	Expense of Superintendence and printing School Reports.
	Males.	Females.	Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days						
Ashfield,	8	18	43.05	34.07	77.12	5.12	$28 00	$23 17	$1,250 00	$495 00	$70 00
Bernardston,	1	11	23.15	18.10	42.05	7	33 33	24 91	850 00	22 00	53 00
Buckland,	–	17	27.12	32.15	60.07	6	–	21 40	1,311 00	53 00	100 00
Charlemont,	2	10	21.10	23.10	45	6	35 00	25 80	900 00	385 00	47 00
Coleraine,	3	27	27	45.05	72.05	4.18	30 50	22 00	1,200 00	–	63 00
Conway,	1	24	43.10	46	89.10	6.03	66 67	21 40	1,983 00	471 00	109 27
Deerfield,	7	27	60.10	60.15	121.05	6.15	63 33	26 42	3,961 17	479 95	170 20
Erving,	–	8	10	15.05	25.05	5.01	–	21 42	500 00	–	34 25
Gill,	–	10	18	18	36	6	–	22 25	500 00	300 00	43 00
Greenfield,	2	19	55	51	106	8.03	78 50	29 62	6,000 00	400 00	145 55
Hawley,	1	17	31.13	29.13	61.06	5.12	30 00	21 00	900 00	325 00	75 00
Heath,	4	10	17	23.05	40.05	6	37 00	20 27	700 00	338 00	55 25
Leverett,	2	11	21.10	19.12	41.02	5.15	30 00	16 63	600 00	50 00	54 00
Leyden,	4	6	14.19	14.11	29.10	5.18	29 00	22 50	550 00	372 00	32 50
Monroe,	–	6	9.15	12.15	22.10	7.10	–	16 36	234 00	88 00	23 00
Montague,	3	15	35.10	38.10	74	6.03	46 00	22 50	1,500 00	268 00	69 00
New Salem,	2	19	25.13	26.06	51.19	4.06	29 00	18 00	1,000 00	15 00	75 00
Northfield,	–	22	39.15	41.10	81.05	6.05	–	22 50	1,500 00	50 00	65 00
Orange,	1	23	30	30.15	60.15	5	37 00	22 09	1,500 00	25 00	150 00
Rowe,	1	10	19.05	22.09	41.14	5.04	39 00	19 00	600 00	165 50	44 00
Shelburne,	1	15	39.06	35	74.06	7	41 00	26 00	1,200 00	540 00	75 00

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Shutesbury, .	2	12	28.10	21	49.10	5.10	$34 00	$16 89	$800 00	$202 00	$55 52
Sunderland, .	2	9	24	21	45	7	36 89	24 70	1,500 00	–	75 00
Warwick, . .	–	14	26.05	34.10	60.15	6.04	–	18 43	1,000 00	27 81	58 50
Wendell, . .	–	14	16	26.05	42.05	6.01	–	18 67	750 00	–	51 25
Whately, . .	–	12	21	19.05	40.05	6.13	–	23 83	1,100 00	90 00	56 00
Totals, . .	42	386	2.17	3	5.17	–	$40 23	$21 84	$33,889 17	$5,162 26	$1,849 29

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FRANKLIN COUNTY—Concluded.

TOWNS.	Am't of School Funds, the income of which can be appropriated only for the support of Academies and Schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to Schools, that may be so appropriated or not.	HIGH SCHOOLS.				INCORP. ACADEMIES.			UNINCOR. ACADEMIES & PRIVATE SCHOOLS.		
				Number.	How supported.	Length. Mos. Days.	Salary of Principal.	Number.	Av'ge No. of Scholars.	Aggregate p'd for Tuition.	Number.	Av'ge No. of Scholars.	Aggregate p'd for Tuition.
Ashfield,	$810 00	$48 60	–	–	–	–	–	1	–	–	1	6	$100 00
Bernardston,	10,743 00	1,043 00	–	–	–	–	–	1	–	–	1	60	1,450 00
Buckland,	915 66	54 94	–	–	–	–	–	–	–	–	–	–	130 00
Charlemont,	800 00	48 00	–	–	–	–	–	–	–	–	3	60	220 00
Coleraine,	–	–	–	–	–	–	–	–	–	–	–	–	–
Conway,	–	–	–	1	Taxation,	5.10	$400 00	1	–	–	1	18	216 00
Deerfield,	10,000 00	600 00	–	2	"	10	1,000 00	1	16	$229 04	–	–	–
Erving,	–	–	–	–	–	–	–	–	–	–	–	–	–
Gill,	–	–	–	–	–	–	–	–	–	–	–	–	–
Greenfield,	–	–	–	1	Taxation,	10	1,200 00	–	–	–	2	60	1,500 00
Hawley,	400 00	23 40	–	–	–	–	–	–	–	–	–	–	–
Heath,	–	–	–	–	–	–	–	–	–	–	–	–	–
Leverett,	–	–	–	–	–	–	–	–	–	–	1	35	75 00
Leyden,	–	–	–	–	–	–	–	–	–	–	–	–	–
Monroe,	207 33	24 12	$12 44	–	–	–	–	–	–	–	–	–	–
Montague,	–	–	168 50	–	–	–	–	–	–	–	1	65	525 00
New Salem,	4,500 00	270 00	–	–	–	–	–	1	50	600 00	–	–	–
Northfield,	–	–	66 00	–	–	–	–	–	–	–	1	25	800 00
Orange,	–	–	–	–	–	–	–	–	–	–	3	100	500 00
Rowe,	200 00	12 00	–	–	–	–	–	–	–	–	–	–	–
Shelburne,	–	–	–	–	–	–	–	1	43	1,000 00	1	27	400 00

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Shutesbury, .	$280 00	$16 80	–	–	–	–	–	–	–	–	2	18	$70 00
Sunderland, .	–	–	–	1	Taxation,	3	$158 00	–	–	–	–	–	–
Warwick, . .	500 00	30 00	–	–	–	–	–	–	–	–	–	–	–
Wendell, . .	690 00	41 40	–	–	–	–	–	–	–	–	–	–	–
Whately, . .	–	–	–	–	–	–	–	–	–	–	1	27	151 20
Totals, . .	$30,045 99	$2,212 26	$241 94	5	–	–	$2,758 00	6	109	$1,829 04	18	501	$6,137 20

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BERKSHIRE COUNTY.

TOWNS.	Population—State Census, 1865.	Valuation—1865.	PUBLIC SCHOOLS.	No. of Scholars of all ages in the Public Schools.		Average attendance in the Public Schools.		Persons under 5 years of age who attend the Public Schools.	Persons over 15 years of age who attend the Public Schools.	No. in the State between 5 and 15 years of age May 1, 1866.	NO. OF TEACHERS IN PUBLIC SCHOOLS.			
											Summer.		Winter.	
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				Males.	Fem.	Males.	Fem.
Adams,	8,298	$3,350,551	31	1,373	1,373	956	956	23	81	2,172	2	32	5	29
Alford,	461	340,490	3	66	66	43	45	3	20	65	–	3	–	4
Becket,	1,393	478,120	12	307	306	247	234	15	42	281	–	12	3	9
Cheshire,	1,650	675,997	9	295	271	192	154	6	14	376	–	8	4	2
Clarksburg,	530	133,234	4	108	92	73	67	8	9	139	–	4	1	3
Dalton,	1,137	988,160	8	238	272	187	164	10	3	278	–	7	–	8
Egremont,	928	587,619	5	172	186	122	147	9	37	195	–	5	2	3
Florida,	1,173	152,523	6	171	186	136	147	5	28	194	–	5	1	5
Gt. Barrington,	3,920	2,177,071	19	636	653	425	452	31	46	930	–	19	3	17
Hancock,	967	490,299	8	150	161	115	138	3	8	200	–	8	4	4
Hinsdale,	1,517	801,755	8	298	320	219	259	12	47	341	1	8	2	8
Lanesborough,	1,295	661,048	7	162	245	114	168	16	16	259	–	6	1	5
Lee,	4,034	1,682,411	15	798	784	539	536	12	15	987	1	14	3	13
Lenox,	1,667	827,539	8	267	211	182	132	18	15	317	–	7	4	2
Monterey,	737	292,117	9	127	153	94	113	7	16	154	–	8	–	9
Mt. Washington,	233	87,676	2	44	–	32	–	–	1	81	–	2	–	–
New Ashford,	178	108,662	2	35	30	24	30	4	3	44	–	2	1	–
N. Marlborough,	1,649	610,727	11	322	393	227	232	18	32	373	–	10	4	7
Otis,	962	311,595	9	183	204	131	139	13	33	217	–	8	–	8
Peru,	494	214,930	6	70	103	54	69	9	30	95	–	5	–	7
Pittsfield,	9,679	6,378,878	32	1,840	1,710	1,320	1,233	22	63	1,916	1	34	2	33
Richmond,	913	502,277	6	193	199	128	138	7	23	210	–	6	1	5
Sandisfield,	1,411	612,943	14	317	342	225	234	9	37	365	–	14	8	5

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Savoy, . .	866	$272,400	9	180	215	136	160	15	30	194	–	9	5	4
Sheffield, . .	2,461	1,206,820	14	465	432	257	267	15	43	538	–	14	4	10
Stockbridge, .	1,967	1,323,883	11	373	429	294	332	15	30	452	1	10	1	12
Tyringham, .	650	299,594	7	141	138	115	110	8	11	125	–	7	–	7
Washington, .	859	289,398	7	189	37	116	19	7	5	215	–	10	1	1
W. Stockbridge, .	1,621	613,816	7	269	340	154	216	7	29	340	–	7	3	4
Williamstown, .	2,563	1,160,587	15	501	498	306	344	34	66	572	2	13	6	9
Windsor, . .	753	303,324	10	151	186	109	154	10	30	178	–	10	1	10
Totals, . .	56,966	$27,937,444	314	10,441	10,575	7,272	7,389	371	863	12,803	8	307	70	243

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BERKSHIRE COUNTY—Continued.

TOWNS.	Number of different persons employed as Teachers in Public Schools.		AGGREGATE LENGTH OF THE PUBLIC SCHOOLS.			Average length as returned.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers per month, including the value of board.	Raised by taxes for Schools, including wages of Teachers, board, fuel, care of fires and school-rooms, for the school-year 1866-7.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Expense of Superintendence and printing School Reports.
	Males.	Females.	Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.						
Adams,	5	45	143	143	286	9.10	$67 00	$30 00	$10,000 00	-	$500 00
Alford,	-	7	9	9.12	18.12	6.04	-	23 00	300 00	$62 00	15 00
Becket,	3	15	38	35.13	73.13	6.03	32 66	21 66	1,200 00	655 00	64 65
Cheshire,	4	9	30.05	18.02	48.07	6 02	36 25	23 34	1,000 00	320 00	74 30
Clarksburg,	1	5	11.10	9.15	21.05	5.06	34 00	22 50	400 00	40 00	35 00
Dalton,	-	12	22.05	30.06	52.11	6.17	-	24 00	1,500 00	100 00	15 00
Egremont,	2	6	23.04	14.09	37.13	7.13	36 00	23 60	800 00	-	33 00
Florida,	1	9	14	14.10	28.10	4.14	50 00	25 00	600 00	100 00	50 00
Gt. Barrington,	3	30	88.10	65	153.10	8	30 66	24 66	3,000 00	1,000 00	66 25
Hancock,	4	10	30	25	55	6.18	33 35	20 37	500 00	430 00	25 50
Hinsdale,	2	11	32.03	33.08	65.11	7.06	97 55	21 71	1,900 00	842 00	-
Lanesborough,	1	8	22 15	15 02	37.17	5.08	20 00	19 00	1,000 00	60 00	52 00
Lee,	3	16	60.05	65.13	125.18	8.08	63 00	23 00	4,195 00	28 00	100 00
Lenox,	4	8	27.05	22.07	49.12	6.04	40 40	21 91	2,000 00	172 00	110 00
Monterey,	-	14	29.06	30.17	60.03	7.05	-	20 00	800 00	425 00	44 00
Mt. Washington,	-	2	6.06	-	6.06	3.03	-	22 00	150 00	90 00	22 00
New Ashford,	1	2	5.02	2	7.02	3.10	34 00	20 63	125 00	60 00	12 00
N. Marlborough,	4	13	38.10	40.05	78.15	7.05	29 00	21 09	1,200 00	343 50	40 75
Otis,	-	13	22.15	27.10	50.05	5.06	-	21 94	800 00	375 00	23 00
Peru,	-	9	14.10	21.05	35.15	6.09	-	21 00	500 00	214 50	46 75
Pittsfield,	2	45	126.10	148.10	275	8.15	70 00	26 75	13,400 00	30 00	287 00
Richmond,	1	7	23	22.02	45.02	7.10	28 00	22 00	600 00	505 00	19 75
Sandisfield,	8	18	49.05	38.16	88.01	6.06	34 46	25 15	1,400 00	1,004 00	87 25

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Savoy, . .	4	10	27.02	27.17	54.19	6.02	$34 53	$21 77	$776 00	$636 90	$30 00
Sheffield, . .	4	26	60	53	113	8.05	31 00	25 00	2,200 00	1,000 00	98 10
Stockbridge, .	1	15	40.18	42.17	83.15	7.12	108 11	22 13	2,500 00	108 00	150 64
Tyringham, .	–	12	16.14	20.06	37	5.06	–	20 00	600 00	246 00	18 00
Washington, .	1	11	52.05	5.10	57.15	8.16	32 00	21 08	800 00	307 00	25 00
W. Stockbridge, .	3	8	26.15	27	53.15	7.14	31 33	22 73	1,000 00	310 00	68 00
Williamstown, .	8	18	57.14	57.15	115.09	7.14	39 37	23 16	3,500 00	–	72 00
Windsor, . .	1	13	29.19	32.10	62.09	5.19	38 00	19 75	800 00	462 00	34 00
Totals, . .	71	427	3.15	3.10	7.05	–	$43 78	$22 58	$59,546 00	$9,925 90	$2,218 94

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BERKSHIRE COUNTY—Concluded.

TOWNS.	Am't of School Funds, the income of which can be appropriated only for the support of Academies and Schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to Schools, that may be so appropriated or not.	HIGH SCHOOLS. Number.	How supported.	Length. Mos. Days.	Salary of Principal.	INCORP. ACADEMIES. Number.	Av'ge No. of Scholars.	Aggregate p'd for Tuition.	UNINCOR. ACADEMIES & PRIVATE SCHOOLS. Number.	Av'ge No. of Scholars.	Aggregate p'd for Tuition.
Adams,	$3,333 33	$175 00	–	2	Taxation,	9	*$1,100 00	–	–	–	3	50	$500 00
Alford,	–	–	–	–	–	–	–	–	–	–	–	–	–
Becket,	906 50	75 78	–	–	–	–	–	–	–	–	4	120	178 55
Cheshire,	–	–	–	–	–	–	–	–	–	–	3	100	540 00
Clarksburg,	357 01	21 42	–	–	–	–	–	–	–	–	–	–	–
Dalton,	–	–	–	1	Taxation,	6.08	250 00	–	–	–	–	–	–
Egremont,	–	–	–	–	–	–	–	1	–	–	–	–	–
Florida,	200 00	12 00	–	–	–	–	–	–	–	–	–	–	–
Gt. Barrington,	960 66	57 64	–	–	–	–	–	–	–	–	5	100	2,000 00
Hancock,	200 00	12 00	–	1	Taxation,	4	400 00	–	–	–	1	25	300 00
Hinsdale,	247 00	14 82	–	1	Tax'n in part,	10	1,200 00	–	–	–	2	40	65 00
Lanesborough,	1,676 00	100 00	–	–	–	–	–	–	–	–	2	47	940 00
Lee,	1,600 00	96 50	–	1	Taxation,	10	1,200 00	–	–	–	2	50	600 00
Lenox,	3,000 00	120 00	–	1	"	7	800 00	1	–	–	2	20	1,500 00
Monterey,	1,734 20	104 05	–	–	–	–	–	–	–	–	–	–	–
Mt. Washington,	–	–	–	–	–	–	–	–	–	–	–	–	–
New Ashford,	–	–	–	–	–	–	–	–	–	–	–	–	–
N. Marlborough,	–	–	$327 52	–	–	–	–	1	90	$2,700 00	–	–	–
Otis,	–	–	–	–	–	–	–	–	–	–	1	25	150 00
Peru,	350 00	21 00	–	–	–	–	–	–	–	–	–	–	–
Pittsfield,	–	–	–	1	Taxation,	10	1,200 00	–	–	–	5	125	10,000 00
Richmond,	–	–	–	–	–	–	–	–	–	–	–	–	–
Sandisfield,	1,290 00	77 40	–	–	–	–	–	–	–	–	1	20	120 00

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Savoy, . .	$1,297 00	$77 82	–	–	–	–	–	–	–	–	–	–	–
Sheffield, . .	1,600 00	96 00	$115 00	–	–	–	–	–	–	–	3	70	$400 00
Stockbridge, .	3,000 00	200 00	200 00	1	Tax'n in part,	9.05	$1,000 00	–	–	–	3	62	5,000 00
Tyringham, .	–	–	–	–	–	–	–	–	–	–	–	–	–
Washington, .	–	–	–	–	–	–	–	–	–	–	–	–	–
W. Stockbridge, .	–	–	–	–	–	–	–	–	–	–	2	27	670 00
Williamstown, .	800 00	50 00	–	1	Taxation,	10	440 00	–	–	–	5	85	3,000 00
Windsor, . .	576 50	34 59	–	–	–	–	–	–	–	–	–	–	–
Totals, . .	$23,128 20	$1,346 02	$642 52	10	–	–	$8,690 00	3	90	$2,700 00	44	966	$25,963 55

* Average.

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NORFOLK COUNTY.

TOWNS.	Population — State Census, 1865.	Valuation—1865.	PUBLIC SCHOOLS.	No. of Scholars of all ages in the Public Schools.		Average attendance in the Public Schools.		Persons under 5 years of age who attend the Public Schools.	Persons over 15 years of age who attend the Public Schools.	No. in the State between 5 and 15 years of age May 1, 1866.	NO. OF TEACHERS IN PUBLIC SCHOOLS.			
											SUMMER.		WINTER.	
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				Males.	Fem.	Males.	Fem.
Bellingham,	1,240	$463,951	10	248	278	200	205	10	27	265	–	9	–	9
Braintree,	3,725	1,582,530	16	797	687	612	566	22	38	854	3	18	2	14
Brookline,	5,262	12,107,550	18	1,018	1,041	875	905	1	107	1,005	5	20	5	20
Canton,	3,318	2,211,313	15	732	693	597	609	11	27	813	2	13	2	13
Cohasset,	2,048	1,174,953	10	410	414	269	279	41	40	420	1	9	2	9
Dedham,	7,198	4,857,587	30	1,490	1,339	1,146	1,043	6	101	1,512	6	26	6	26
Dorchester,	10,729	12,521,038	47	2,201	2,174	1,671	1,721	73	147	2,129	10	42	10	45
Dover,	616	358,774	4	108	139	82	112	2	23	125	–	4	–	5
Foxborough,	2,778	1,284,524	9	527	507	427	400	22	45	545	1	11	2	10
Franklin,	2,510	1,046,874	12	510	488	426	401	13	69	493	–	12	2	10
Medfield,	1,011	613,155	4	153	176	132	157	4	22	143	–	4	–	4
Medway,	3,223	1,251,393	13	644	695	523	527	17	65	676	1	14	2	12
Milton,	2,769	4,271,263	10	518	537	409	417	2	63	505	7	6	7	6
Needham,	2,793	1,798,498	14	577	578	493	463	4	62	533	2	12	2	12
Quincy,	6,718	3,833,508	25	1,525	1,578	1,208	1,197	–	75	1,512	6	23	6	23
Randolph,	5,734	2,925,254	25	1,298	1,175	976	829	76	53	1,451	5	21	5	21
Roxbury,	28,426	23,808,776	99	4,663	5,087	4,297	4,613	–	377	6,379	4	95	4	100
Sharon,	1,394	723,752	6	238	245	191	193	7	21	274	–	6	3	3
Stoughton,	4,859	1,742,453	19	1,324	1,077	950	854	8	83	1,152	2	20	3	19
Walpole,	2,018	1,132,102	9	358	349	283	286	13	22	378	–	9	2	6
West Roxbury,	6,912	10,631,146	27	1,333	1,369	1,062	1,167	4	110	1,174	5	23	5	24
Weymouth,	7,981	3,345,349	34	1,716	1,766	1,430	1,373	26	105	1,890	4	31	3	34
Wrentham,	3,072	1,412,051	19	536	554	417	410	17	76	619	1	17	5	13
Totals,	116,334	$95,097,794	475	22,924	22,946	18,676	18,727	379	1,758	24,847	65	445	78	438

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BRISTOL COUNTY.

Acushnet, . .	1,251	$656,500	9	232	255	172	200	10	57	252	–	9	1	9
Attleborough, .	6,200	2,201,660	27	1,097	1,177	854	921	29	47	1,364	3	24	5	24
Berkley, . .	888	316,002	6	163	200	120	153	6	30	189	–	6	2	4
Dartmouth, . .	3,434	2,432,270	24	609	668	413	462	36	69	730	1	20	1	23
Dighton, . .	1,815	776,779	11	321	341	246	258	13	34	321	–	11	2	9
Easton, . .	3,084	1,930,900	13	668	674	550	545	15	56	688	1	12	5	8
Fairhaven, . .	2,548	1,778,217	13	541	519	360	398	9	65	519	2	14	4	11
Fall River, . .	17,525	12,632,419	43	3,476	3,294	2,180	2,253	20	318	4,330	5	71	6	70
Freetown, . .	1,484	706,117	8	305	302	230	223	25	42	306	–	8	–	8
Mansfield, . .	2,131	750,442	9	386	429	363	353	20	40	424	1	9	1	9
New Bedford, .	20,863	20,525,790	33	3,676	3,676	2,999	2,964	3	173	3,442	7	71	7	73
Norton, . .	1,709	842,527	8	298	319	246	255	6	45	353	–	9	2	7
Raynham, . .	1,868	1,115,026	8	327	311	266	255	11	34	322	1	7	1	7
Rehoboth, . .	1,843	764,906	15	319	384	241	298	20	50	362	–	15	2	13
Seekonk, . .	929	496,844	8	177	202	132	137	9	20	151	–	8	–	8
Somerset, . .	1,791	865,618	6	394	393	309	308	12	28	420	2	7	3	5
Swansea, . .	1,335	755,680	10	233	283	178	215	13	48	255	–	10	5	5
Taunton, . .	16,005	8,463,074	50	2,978	2,972	2,220	2,167	23	158	3,377	5	54	6	62
Westport, . .	2,802	1,453,897	20	513	600	361	440	36	82	564	1	19	5	15
Totals, . .	89,505	$59,464,668	321	16,713	16,999	12,440	12,805	316	1,396	18,369	29	384	58	370

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NORFOLK COUNTY—Continued.

TOWNS.	Number of different persons employed as Teachers in Public Schools.		AGGREGATE LENGTH OF THE PUBLIC SCHOOLS.			Average length as returned.	Average wages of Male Teachers per month, including the value of board	Average wages of Female Teachers per month, including the value of board.	Raised by taxes for Schools, including wages of Teachers, board, fuel, care of fires and school-rooms for the school-year 1866-7.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Expense of Superintendence and printing School Reports.
	Males.	Females.	Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.						
Bellingham,	–	11	25.10	29	54.10	6.01	–	$27 22	$1,400 00	$20 00	$116 16
Braintree,	3	19	101.10	48.15	150.05	9.08	$50 75	24 75	4,500 00	–	150 00
Brookline,	5	20	90	90	180	10	151 67	40 52	22,050 83	–	530 00
Canton,	3	15	86.10	61	147.10	9.16	64 53	27 08	4,500 00	–	210 00
Cohasset,	2	10	46	47.10	93.10	9.17	67 48	15 62	2,600 00	–	145 00
Dedham,	6	31	187.10	150	337.10	10.05	106 66	34 17	16,749 00	30 00	475 57
Dorchester,	15	50	224.08	224.08	448.16	10.08	138 46	40 06	34,500 00	–	530 00
Dover,	–	7	12.05	15	27.05	6.16	–	28 28	800 00	–	31 00
Foxborough,	2	15	52	33	85	8.07	42 00	30 60	4,200 00	–	202 00
Franklin,	2	13	35.10	36.05	71.15	6	58 00	28 63	2,500 00	–	133 75
Medfield,	–	5	14	16	30	7.10	–	24 88	1,000 00	–	42 00
Medway,	3	22	49	48	97	7.15	77 50	31 09	3,650 00	350 00	140 00
Milton,	7	6	52	52.10	104.10	10.10	89 70	31 35	9,000 00	100 00	276 75
Needham,	3	15	91	49	140	10	100 00	31 00	7,000 00	–	350 00
Quincy,	10	29	160.19	142.02	303.01	10.09	95 72	26 55	15,000 00	–	802 00
Randolph,	7	26	143	72.03	215.03	9	79 50	23 42	8,161 86	–	286 97
Roxbury,	5	112	446	585	1,031	10.05	187 10	50 16	79,303 00	–	1,800 00
Sharon,	3	6	29.05	20.10	49.15	8.06	47 22	27 92	1,500 00	–	85 16
Stoughton,	3	24	101	49 19	150.19	8.19	69 11	22 08	6,000 00	–	175 00
Walpole,	2	10	30.05	31.15	62	7.15	60 00	31 57	3,000 00	–	87 70
West Roxbury,	6	31	111.16	157.19	269.15	10.03	135 96	43 18	20,000 00	–	600 00
Weymouth,	4	38	126.10	198.10	325	9.05	75 50	26 13	12,000 00	195 00	1,190 62
Wrentham,	6	21	59.07	64.11	123.18	6.17	48 33	27 99	4,000 00	–	300 00
Totals,	97	536	4.16	4.14	9.10	–	$87 25	$30 18	$263,414 60	$695 00	$8,659 68

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BRISTOL COUNTY—Continued.

Acushnet,	1	11	35.01	27.05	62.06	6.18	$30 00	$24 18	$1,500 00	$15 00	$45 00
Attleborough,	5	35	96.15	97.05	194	7.06	52 13	27 58	5,500 00	250 00	262 00
Berkley,	2	10	19.10	21.01	40.11	6.15	33 33	21 70	1,000 00	–	51 00
Dartmouth,	2	31	76	82.17	158.17	7.04	30 00	22 00	4,000 00	–	77 25
Dighton,	2	16	33	41.06	74.06	6.15	51 00	23 50	2,000 00	84 00	90 00
Easton,	5	14	45.10	45.05	90.15	6.19	53 75	30 47	3,000 00	600 00	100 00
Fairhaven,	4	15	64.05	43.15	108	8.06	58 50	22 65	4,500 00	–	129 06
Fall River,	7	71	209.12	177.08	387	9	106 31	49 40	30,500 00	–	1,453 00
Freetown,	–	12	30	28.10	58.10	7.06	–	23 58	1,500 00	–	62 80
Mansfield,	2	17	27	27	54	6	42 50	27 80	1,947 36	–	118 00
New Bedford,	7	81	170.12	172.12	343.04	10.08	115 77	41 83	39,889 58	–	2,500 00
Norton,	2	14	26.04	28.08	54.12	6.09	40 00	35 47	1,500 00	–	92 35
Raynham,	1	11	23.07	25.13	49	6.03	45 00	30 62	1,600 00	–	78 00
Rehoboth,	2	20	45	45	90	6	36 00	22 00	2,200 00	80 00	75 00
Seekonk,	–	14	24.13	26.10	51.03	6.08	–	22 18	745 14	17 00	45 00
Somerset,	4	8	18	19	37	6.07	50 00	23 75	1,655 50	–	108 00
Swansea,	5	13	26.10	35	61.10	6.06	41 60	27 57	1,885 39	42 00	52 00
Taunton,	6	67	186.15	242.10	429.05	8.18	85 67	28 27	20,228 22	–	1,029 00
Westport,	5	23	73.14	69.06	143	7.03	38 00	18 32	2,500 00	450 00	128 00
Totals,	62	483	3.17	3.18	7.15	–	$53 50	$27 52	$127,651 19	$1,538 00	$6,495 46

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NORFOLK COUNTY—Concluded.

TOWNS.	Am't of School Funds, the income of which can be appropriated only for the support of Academies and Schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to Schools, that may be so appropriated or not.	HIGH SCHOOLS. Number.	How supported.	Length. Mos. Days.	Salary of Principal.	INCORP. ACADEMIES. Number.	Av'ge No. of Scholars.	Aggregate p'd for Tuition.	UNINCOR. ACADEMIES & PRIVATE SCHOOLS. Number.	Av'ge No. of Scholars.	Aggregate p'd for Tuition.
Bellingham,	$418 16	$25 09	$140 63	–	–	–	–	–	–	–	2	56	$165 00
Braintree,	4,500 00	300 00	–	1	Taxation,	10.05	$850 00	–	–	–	1	20	320 00
Brookline,	–	–	–	1	"	10	2,500 00	–	–	–	8	100	8,500 00
Canton,	–	–	–	1	"	10	1,000 00	–	–	–	–	–	–
Cohasset,	1,000 00	150 00	–	1	"	10	800 00	–	–	–	1	20	400 00
Dedham,	1,100 00	66 00	–	1	"	10	1,500 00	–	–	–	4	50	800 00
Dorchester,	16,641 50	1,067 81	–	1	"	10.08	2,000 00	–	–	–	4	105	3,925 00
Dover,	–	–	–	–	–	–	–	–	–	–	–	–	–
Foxborough,	–	–	–	1	Taxation,	10	1,350 00	–	–	–	1	41	1,200 00
Franklin,	–	–	–	–	–	–	–	1	40	$600 00	1	20	60 00
Medfield,	3,750 00	225 00	–	–	–	–	–	–	–	–	–	–	–
Medway,	200 00	12 00	–	1	Taxation,	9	1,000 00	–	–	–	2	75	164 00
Milton,	–	–	–	1	"	10	1,200 00	–	–	–	2	20	1,700 00
Needham,	2,580 00	154 80	–	2	"	10	1,000 00	–	–	–	1	–	–
Quincy,	1,250 00	75 00	–	1	"	10.09	1,200 00	–	–	–	2	40	500 00
Randolph,	12,000 00	1,661 18	–	1	"	9.10	1,000 00	–	–	–	1	20	180 00
Roxbury,	80,000 00	4,200 00	–	1	Not by tax,	9	3,000 00	2*	400	4,000 00	8	200	–
Sharon,	1,860 00	111 60	195 54	–	–	–	–	–	–	–	1	50	1,000 00
Stoughton,	–	–	–	1	Taxation,	10	1,000 00	–	–	–	1	16	150 00
Walpole,	–	–	–	–	–	–	–	–	–	–	1	28	1,000 00
West Roxbury,	45,000 00	3,360 47	–	1	Tax'n in part,	10.03	2,000 00	–	–	–	25	108	5,000 00
Weymouth,	7,139 65	453 50	–	2	Taxation,	10	950 00	–	–	–	3	85	780 00
Wrentham,	2,000 00	120 10	341 86	–	–	–	–	1	20	432 00	–	–	–
Totals,	$179,4[illegible]9 31	$11,982 55	$678 03	18	–	–	$23,300 00	4	460	$5,032 00	69	1,054	$25,844 00

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BRISTOL COUNTY—Concluded.

Acushnet,	–	–	–	–	–	–	–	–	–	–	–	–	–
Attleborough,	$11,800 00	$648 00	–	–	–	–	–	–	–	–	5	135	$535 00
Berkley,	–	–	–	–	–	–	–	–	–	–	–	–	–
Dartmouth,	–	–	–	1	Taxation,	7.15	$313 87	–	–	–	–	–	–
Dighton,	–	–	–	–	–	–	–	–	–	–	–	–	–
Easton,	–	–	–	–	–	–	–	–	–	–	3	35	200 00
Fairhaven,	5,000 00	300 00	–	1	Taxation,	9	832 50	–	–	–	2	25	200 00
Fall River,	–	–	–	1	"	9.15	1,400 00	–	–	–	4	116	1,564 00
Freetown,	–	–	–	–	–	–	–	–	–	–	–	–	–
Mansfield,	700 00	80 00	–	–	–	–	–	–	–	–	1	137	800 00
New Bedford,	15,000 00	300 00	–	1	Taxation,	10.8	1,800 00	1	60	$6,500 00	20	475	11,500 00
Norton,	–	–	–	–	–	–	–	1	110	5,400 00	–	–	–
Raynham,	–	–	–	–	–	–	–	–	–	–	5	20	125 00
Rehoboth,	2,800 00	236 88	–	–	–	–	–	–	–	–	1	–	–
Seekonk,	3,181 00	190 86	$264 00	–	–	–	–	–	–	–	1	15	26 00
Somerset,	–	–	–	–	–	–	–	–	–	–	5	110	225 00
Swansea,	–	–	–	–	–	–	–	–	–	–	1	8	150 00
Taunton,	8,500 00	850 00	–	1	Taxation,	10.10	1,500 00	1	57	2,056 50	4	80	1,400 00
Westport,	–	–	–	–	–	–	–	–	–	–	1	18	500 00
Totals,	$46,981 00	$2,605 74	$264 00	5	–	–	$5,346 37	3	227	$13,956 50	53	1,174	$17,225 00

* Catholic schools.

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PLYMOUTH COUNTY.

TOWNS.	Population—State Census, 1865.	Valuation—1865.	PUBLIC SCHOOLS.	No. of Scholars of all ages in the Public Schools.		Average attendance in the Public Schools.		Persons under 5 years of age who attend the Public Schools.	Persons over 15 years of age who attend the Public Schools.	No. in the State between 5 and 15 years of age May 1, 1866.	NO. OF TEACHERS IN PUBLIC SCHOOLS.			
											SUMMER.		WINTER.	
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				Males.	Fem.	Males.	Fem.
Abington,	8,576	$3,059,801	36	2,152	1,826	1,724	1,502	81	113	2,172	4	36	4	35
Bridgewater,	4,196	1,992,756	18	653	589	517	484	18	36	746	–	18	1	17
Carver,	1,059	459,583	7	163	171	139	138	7	32	181	–	6	1	5
Duxbury,	2,377	1,006,782	13	393	479	375	431	6	67	476	2	10	2	11
E. Bridgewater,	2,977	1,136,937	13	649	604	531	476	24	76	653	2	11	5	7
Halifax,	739	354,039	5	134	119	110	88	12	16	139	–	5	–	5
Hanover,	1,545	747,591	8	299	285	241	219	10	13	330	–	8	–	8
Hanson,	1,195	458,168	9	237	233	192	187	14	27	244	1	8	2	7
Hingham,	4,176	2,391,437	13	633	619	502	474	–	19	765	8	10	4	9
Hull,	260	150,864	1	33	39	27	23	6	5	44	–	1	1	–
Kingston,	1,626	1,334,298	8	319	302	277	277	12	50	306	1	7	3	5
Lakeville,	1,110	571,124	11	176	182	140	132	8	21	197	–	10	–	10
Marion,	960	459,009	6	217	223	186	192	14	38	213	1	6	1	5
Marshfield,	1,810	853,777	10	332	343	273	306	15	41	380	–	9	1	9
Mattapoisett,	1,451	540,118	9	187	212	157	185	3	35	277	–	6	3	5
Middleborough,	4,525	2,132,878	26	900	894	725	713	29	87	980	1	25	8	18
N. Bridgewater,	6,335	2,209,339	26	1,469	1,300	1,113	1,099	30	144	1,523	2	28	2	28
Pembroke,	1,488	575,993	8	285	283	218	203	7	22	303	–	8	1	7
Plymouth,	6,075	3,145,119	31	1,120	1,206	1,020	1,078	13	167	1,263	3	29	3	29
Plympton,	924	304,305	6	188	162	151	132	12	30	186	–	6	1	4
Rochester,	1,156	547,181	11	193	228	162	154	11	43	200	–	11	1	10
Scituate,	2,269	852,105	11	461	421	346	347	13	26	446	1	10	2	9

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South Scituate, .	1,578	$840,924	7	300	258	226	194	7	19	323	–	8	–	7
Wareham, . .	2,842	882,580	13	567	611	423	478	29	82	624	–	13	4	9
W. Bridgewater, .	1,825	945,350	9	481	428	369	347	7	65	421	1	9	4	7
Totals, . .	63,074	$27,932,058	315	12,543	12,017	10,144	9,859	388	1,274	13,392	22	298	54	266

BARNSTABLE COUNTY.

Barnstable, . .	4,913	$2,265,407	27	830	975	671	846	15	214	1,003	4	21	9	19
Brewster, . .	1,459	801,452	8	239	309	186	270	–	20	298	–	8	2	6
Chatham, . .	2,637	1,100,543	14	587	639	419	485	43	132	634	1	14	1	13
Dennis, . .	3,512	1,181,339	16	744	919	547	743	38	204	813	1	17	7	10
Eastham, . .	757	219,948	4	114	172	84	127	4	29	139	–	4	1	3
Falmouth, . .	2,294	1,375,661	18	364	408	297	333	3	64	456	–	16	6	12
Harwich, . .	3,540	1,025,217	19	679	843	500	673	24	177	803	1	18	11	8
Orleans, . .	1,586	558,858	9	291	352	217	302	–	124	310	–	8	4	5
Provincetown, .	3,475	1,576,145	10	657	725	523	579	–	81	719	4	10	4	12
Sandwich, . .	4,105	1,669,105	22	720	737	572	585	9	164	942	2	20	7	16
Truro, . .	1,448	361,717	9	232	328	200	284	4	87	279	–	6	6	3
Wellfleet, . .	2,298	700,165	15	402	603	319	481	2	176	501	–	11	4	11
Yarmouth, . .	2,465	1,440,641	9	465	471	376	378	2	106	455	2	9	3	9
Totals, . .	34,489	$14,276,198	180	6,324	7,481	4,911	6,086	144	1,578	7,352	15	162	65	127
Marshpee, *District*, ...			2	31	61	29	45	5	9	68	–	2	2	–

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PLYMOUTH COUNTY—Continued.

TOWNS.	Number of different persons employed as Teachers in Public Schools.		AGGREGATE LENGTH OF THE PUBLIC SCHOOLS.			Average length as returned.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers per month, including the value of board.	Raised by taxes for Schools, including wages of Teachers, board, fuel, care of fires and school-rooms, for the school-year 1866-7.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Expense of Superintendence and printing School Reports.
	Males.	Females.	Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.						
Abington,	8	42	221	98.05	319.05	8.17	$80 00	$20 67	$10,000 00	–	$476 50
Bridgewater,	1	25	82	38.10	120.10	7.05	45 00	28 16	4,000 00	–	206 75
Carver,	1	8	23.02	19.13	42.15	6.15	50 00	27 20	1,000 00	$336 74	50 00
Duxbury,	3	15	35.15	46.10	82.05	6.05	40 14	21 15	2,300 00	150 00	185 00
E. Bridgewater,	6	14	41.10	46.02	87.12	6.15	50 50	28 16	3,000 00	–	197 60
Halifax,	–	7	13.02	18.07	31.09	6.06	–	20 50	700 00	–	80 00
Hanover,	–	10	31.16	25.06	57.02	7.03	–	23 41	1,400 00	–	61 00
Hanson,	2	8	25.09	26.10	51.19	5.15	28 75	19 25	1,000 00	32 00	90 00
Hingham,	5	10	69.11	64.10	134.01	10.06	51 00	34 53	5,816 11	–	421 00
Hull,	1	1	5	3.15	8.15	8.15	43 00	22 00	350 00	–	17 50
Kingston,	3	7	41.15	23.05	65	8.03	53 75	26 33	2,191 62	–	200 00
Lakeville,	–	11	30	30	60	6	–	21 00	1,443 65	–	30 00
Marion,	2	7	24	24	48	8	55 67	19 33	1,500 00	22 00	66 22
Marshfield,	1	13	33.12	40.04	73.16	7.15	29 33	22 17	1,600 00	20 00	66 00
Mattapoisett,	3	11	21.10	35.15	57.05	5.10	32 50	24 00	1,000 00	78 00	40 00
Middleborough,	8	33	94.03	86.10	180.13	7.08	42 00	23 18	4,500 00	88 00	160 00
N. Bridgewater,	2	29	86.19	105.10	192.09	7.11	75 00	28 37	7,900 00	–	195 00
Pembroke,	1	13	32	31.05	63.05	7.01	50 00	21 50	1,500 00	–	105 60
Plymouth,	3	30	140	145	285	9.03	72 00	25 00	12,800 00	–	1,240 00
Plympton,	1	8	22.10	14.13	37.03	6.14	36 00	23 80	800 00	105 00	75 00
Rochester,	1	15	26	31.18	57.18	5.04	54 48	19 24	1,200 00	175 00	90 00
Scituate,	2	11	77	33	110	10	44 00	20 00	2,800 00	–	83 00

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South Scituate, .	–	14	28.10	27.10	56	9.09	–	$24 62	$1,700 00	–	$153 88
Wareham, . .	3	18	41.04	40.13	81.17	6.05	$47 50	26 09	2,500 00	–	125 00
W. Bridgewater, .	4	13	31.07	26.16	58.03	6.09	40 80	26 50	1,700 00	–	130 00
Totals, . .	61	373	4.01	3.09	7.10	–	$48 64	$23 85	$74,701 38	$1,006 74	$4,545 05

BARNSTABLE COUNTY—Continued.

Barnstable, . .	10	29	74	89	163	6.01	$56 50	$30 31	$7,000 00	–	$340 00
Brewster, . .	2	11	28.16	25.10	54.06	6.10	50 00	28 00	1,800 00	$90 00	75 00
Chatham, . .	3	17	88.10	35.	123.10	9	75 00	22 30	3,500 00	–	208 82
Dennis, . .	7	18	74.15	59.05	134	8.15	53 00	23 31	4,000 00	795 37	99 00
Eastham, . .	1	7	12.15	10.12	23.07	5.17	52 00	26 61	700 00	–	67 00
Falmouth, . .	6	20	53.05	54.05	107.10	5.19	41 46	21 32	2,500 00	48 00	206 50
Harwich, . .	11	24	90	60.15	150.15	7.05	40 17	19 47	3,500 00	200 00	120 00
Orleans, . .	4	9	40	27	67	8	55 17	21 50	2,000 00	–	80 00
Provincetown, .	4	14	50	50	100	10	68 75	17 80	5,000 00	–	110 00
Sandwich, . .	7	33	83	71.05	154.05	7.10	56 00	21 77	5,000.00	–	–
Truro, . .	6	7	21	27	48	6.10	48 00	18 00	1,500 00	–	84 00
Wellfleet, . .	4	14	55	56	111	9	69 00	25 37	3,500 00	–	100 00
Yarmouth, . .	4	14	41	40	81	9	78 00	33 20	3,500 00	–	124 00
Totals, . .	69	217	3.19	3.07	7.06	–	$57 16	$23 77	$43,500 00	$1,133 37	$1,614 32
Marshpee, *Dist.*, .	2	2	3.18	3.10	7.08	7.08	$38 75	$22 00	$125 00	–	$15 00

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PLYMOUTH COUNTY—Concluded.

TOWNS.	Am't of School Funds, the income of which can be appropriated only for the support of Academies and Schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to Schools, that may be so appropriated or not.	HIGH SCHOOLS. Number.	How supported.	Length. Mos.	Length. Days.	Salary of Principal.	INCORP. ACADEMIES. Number.	Av'ge No. of Scholars.	Aggregate p'd for Tuition.	UNINCOR. ACADEMIES & PRIVATE SCHOOLS. Number.	Av'ge No. of Scholars.	Aggregate p'd for Tuition.
Abington,	–	–	–	4	Taxation,	10		$800 00	–	–	–	–	–	–
Bridgewater,	$5,300 00	$318 00	–	–	–	–		–	1	87	$2,100 00	2	34	$540 00
Carver,	1,000 00	100 00	–	–	–	–		–	–	–	–	–	–	–
Duxbury,	20,000 00	1,000 00	–	1	Taxation,	5		280 00	1	40	120 00	–	–	–
E. Bridgewater,	–	–	–	–	–	–		–	–	–	–	4	80	114 58
Halifax,	–	–	–	–	–	–		–	–	–	–	–	–	–
Hanover,	–	–	–	–	–	–		–	1	36	700 00	1	31	400 00
Hanson,	–	–	–	–	–	–		–	–	–	–	–	–	–
Hingham,	34,869 35	2,092 16	–	–	–	–		–	1	50	1,500 00	1	43	1,040 00
Hull,	–	–	–	–	–	–		–	–	–	–	–	–	–
Kingston,	–	–	–	–	–	–		–	–	–	–	1	12	1,000 00
Lakeville,	–	–	–	–	–	–		–	–	–	–	–	–	–
Marion,	–	–	–	–	–	–		–	–	–	–	2	60	85 00
Marshfield,	–	–	–	–	–	–		–	–	–	–	1	30	400 00
Mattapoisett,	1,000 00	45 00	–	–	–	–		–	–	–	–	2	52	584 00
Middleborough,	10,900 00	894 00	–	–	–	–		–	2	175	3,640 00	2	31	1,100 00
N. Bridgewater,	286 50	17 19	–	1	Taxation,	10		1,000 00	–	–	–	2	50	200 00
Pembroke,	–	–	–	–	–	–		–	–	–	–	–	–	–
Plymouth,	–	–	–	1	Taxation,	10		1,100 00	1	40	160 00	2	40	160 00
Plympton,	–	–	–	–	–	–		–	–	–	–	1	20	100 00
Rochester,	–	–	–	–	–	–		–	–	–	–	1	95	400 00
Scituate,	–	–	–	1	Taxation,	10		600 00	–	–	–	–	–	–

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South Scituate,	-	-	-	-	-	-	-	-	-	-	-	-	-
Wareham,	-	-	-	-	-	-	-	-	-	-	-	-	-
W. Bridgewater,	-	-	-	-	-	-	-	-	-	-	1	43	$85 00
Totals,	$73,355 85	$4,466 35	-	8	-	-	$6,180 00	7	428	$8,220 00	23	621	$6,208 18

BARNSTABLE COUNTY—Concluded.

Barnstable,	-	-	-	-	-	-	-	-	-	-	2	75	$1,200 00
Brewster,	-	-	-	-	-	-	-	-	-	-	-	-	-
Chatham,	-	-	-	1	Taxation,	10	$750 00	-	-	-	-	-	-
Dennis,	-	-	-	-	-	-	-	-	-	-	-	-	-
Eastham,	-	-	-	-	-	-	-	-	-	-	2	60	68 00
Falmouth,	$10,000 00	$800 00	-	-	-	-	-	1	20	$350 00	2	12	90 00
Harwich,	-	-	-	-	-	-	-	1	-	-	2	90	900 00
Orleans,	-	-	-	-	-	-	-	-	-	-	-	-	-
Provincetown,	-	-	-	1	Taxation,	10	800 00	-	-	-	3	75	250 00
Sandwich,	2,500 00	150 00	-	1	"	11	800 00	1	35	135 00	1	35	270 00
Truro,	-	-	-	-	-	-	-	-	-	-	-	-	-
Wellfleet,	-	-	$100 00	1	Taxation,	4	800 00	-	-	-	-	-	-
Yarmouth,	16,000 00	960 00	-	1	"	9	900 00	-	-	-	-	-	-
Totals,	$28,500 00	$1,910 00	$100 00	5	-	-	$4,050 00	3	55	$485 00	12	347	$2,778 00
Marshpee, *Dist.*,	-	-	-	-	-	-	-	-	-	-	-	-	-

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DUKES COUNTY.

TOWNS.	Population—State Census, 1865.	Valuation—1865.	PUBLIC SCHOOLS.	No. of Scholars of all ages in the Public Schools.		Average attendance in the Public Schools.		Persons under 5 years of age who attend the Public Schools.	Persons over 15 years of age who attend the Public Schools.	No. in the State between 5 and 15 years of age May 1, 1866.	NO. OF TEACHERS IN PUBLIC SCHOOLS.			
											Summer.		Winter.	
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				Males.	Fem.	Males.	Fem.
Chilmark, . .	547	$350,801	3	76	99	63	82	5	12	88	–	3	2	2
Edgartown, . .	1,846	1,035,467	8	297	290	259	237	5	67	318	1	10	1	11
Gosnold, . .	108	112,993	1	16	12	9	7	–	2	19	–	1	–	1
Tisbury, . .	1,699	684,714	9	322	321	264	244	16	44	350	3	9	4	8
Totals, . .	4,200	$2,183,975	21	711	722	595	570	26	125	775	4	23	7	22

NANTUCKET COUNTY.

Nantucket, . .	4,830	$2,152,568	10	785	700	680	600	–	79	715	3	18	3	17

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DUKES COUNTY—Continued.

TOWNS.	Number of different persons employed as Teachers in Public Schools.		AGGREGATE LENGTH OF THE PUBLIC SCHOOLS.			Average length as returned.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers per month, including the value of board.	Raised by taxes for Schools, including wages of Teachers, board, fuel, care of fires and school-rooms, for the school-year 1866-7.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Expense of Superintendence and printing School Reports.
	Males.	Females.	Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days						
Chilmark, . .	2	4	9	9	18	6	$46 00	$21 00	$500 00	–	$49 00
Edgartown, . .	1	12	19.10	34.13	54.03	7.03	80 00	20 18	2,200 00	–	150 00
Gosnold, . .	–	1	3	3	6	6	–	26 00	100 00	$12 00	6 50
Tisbury, . .	5	12	27	27	54	6	37 20	16 45	1,800 00	–	90 00
Totals, . .	8	29	2.16	3.10	6.06	–	$54 40	$20 91	$4,600 00	$12 00	$295 50

NANTUCKET COUNTY—Continued.

Nantucket, . .	4	24	6.12	5.08	12	10.15	$80 00	$20 00	$8,500 00	–	$120 00

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DUKES COUNTY—Concluded.

Towns.	Am't of School Funds, the income of which can be appropriated only for the support of Academies and Schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to Schools, that may be so appropriated or not.	High Schools. Number.	High Schools. How supported.	High Schools. Length. Mos. Days.	High Schools. Salary of Principal.	Incorp. Academies. Number.	Incorp. Academies. Av'ge No. of Scholars.	Incorp. Academies. Aggregate p'd for Tuition.	Unincor. Academies & Private Schools. Number.	Unincor. Academies & Private Schools. Av'ge No. of Scholars.	Unincor. Academies & Private Schools. Aggregate p'd for Tuition.
Chilmark,	–	–	–	–	–	–	–	–	–	–	–	–	–
Edgartown,	–	–	–	1	Taxation,	8.15	$800 00	–	–	–	4	125	$500 00
Gosnold,	–	–	–	–	–	–	–	–	–	–	–	–	–
Tisbury,	$5,000 00	$300 00	–	–	–	–	–	1	65	$372 00	3	100	400 00
Totals,	$5,000 00	$300 00	–	1	–	–	$800 00	1	65	$372 00	7	225	$900 00

NANTUCKET COUNTY—Concluded.

Nantucket,	$25,000 00	$1,500 00	–	1	Taxation,	10.15	$1,200 00	1	46	$308 00	1	40	$488 00

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RECAPITULATION.

COUNTIES.	Population — State Census, 1865.	Valuation—1865.	PUBLIC SCHOOLS.	No. of Scholars of all ages in the Public Schools.		Average attendance in the Public Schools.		Persons under 5 years of age who att end the Public Schools.	Persons over 15 years of age who attend the Public Schools.	No. in the State between 5 and 15 years of age May 1, 1866.
				In Summer.	In Winter.	In Summer.	In Winter.			
Suffolk, . .	208,219	$387,276,700 00	340	31,045	31,569	28,722	29,175	24	1,699	38,848
Essex, . . .	171,192	90,393,467 00	523	30,409	29,735	24,653	23,952	193	2,199	35,784
Middlesex, . .	220,618	155,324,723 00	741	47,688	47,349	36,446	36,185	487	3,635	46,893
Worcester, . .	162,923	80,857,766 00	780	31,404	32,088	25,496	25,700	823	4,166	34,315
Hampshire, . .	31,199	20,510,994 00	252	7,447	7,586	6,020	6,150	200	923	8,301
Hampden, . .	64,438	33,253,177 00	309	10,975	10,967	8,212	8,362	295	1,095	12,431
Franklin, . .	31,342	13,048,120 00	255	5,801	6,569	4,853	5,349	248	1,177	6,605
Berkshire, . .	56,966	27,937,444 00	314	10,441	10,575	7,272	7,389	371	863	12,803
Norfolk, . .	116,334	95,097,794 00	475	22,924	22,946	18,676	18,727	379	1,758	24,847
Bristol, . .	89,505	59,464,668 00	321	16,713	16,999	12,440	12,805	316	1,396	18,369
Plymouth, . .	63,074	27,932,058 00	315	12,543	12,017	10,144	9,859	388	1,274	13,392
Barnstable,* .	34,489	14,276,198 00	182	6,355	7,542	4,940	6,131	149	1,587	7,420
Dukes, . .	4,200	2,183,975 00	21	711	722	595	570	26	125	775
Nantucket, . .	4,830	2,152,568 00	10	785	700	680	600	–	79	715
Totals, . .	1,267,329	$1,009,709,652 00	4,848	235,241	237,364	189,149	190,954	3,899	21,976	261,498

* Including Marshpee District.

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RECAPITULATION—Continued.

Counties.	No. of Teachers in Public Schools. Summer. Males.	Summer. Fem.	Winter. Males.	Winter. Fem.	Number of different persons employed as Teachers in Public Schools. Males.	Females.	Average length as returned.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers per month, including the value of board.	Raised by taxes for Schools, including wages of Teachers, board, fuel, care of fires and school-rooms, for the school-year 1866-7.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Expense of Superintendence and printing School Reports.
Suffolk,	62	595	63	600	73	658	10.13	$157 90	$46 45	$632,000 00	–	$7,786 73
Essex,	62	583	110	541	120	694	9.01	72 29	28 19	259,613 02	$820 00	8,622 81
Middlesex,	96	882	134	859	149	1,134	8.11	88 10	30 13	473,535 64	548 75	16,009 09
Worcester,	46	763	157	670	167	983	7.07	58 87	26 20	225,730 51	1,051 87	11,269 26
Hampshire,	6	249	48	215	48	359	6.13	43 19	24 15	52,698 45	4,993 56	2,589 54
Hampden,	17	320	45	288	47	434	7.17	52 92	24 56	96,001 00	5,482 75	4,689 00
Franklin,	4	256	42	215	42	386	5.17	40 23	21 84	33,889 17	5,162 26	1,849 29
Berkshire,	8	307	70	243	71	427	7.05	43 78	22 58	59,546 00	9,925 90	2,218 94
Norfolk,	65	445	78	438	97	536	9.10	87 25	30 18	263,414 60	695 00	8,659 68
Bristol,	29	384	58	370	62	483	7.15	53 50	27 52	127,651 19	1,538 00	6,495 46
Plymouth,	22	298	54	266	61	373	7.10	48 64	28 85	74,701 38	1,006 74	4,545 05
Barnstable,*	15	164	67	127	71	219	7.06	55 84	28 64	43,625 00	1,133 37	1,629 32
Dukes,	4	23	7	22	8	29	6.06	54 40	20 91	4,600 00	12 00	295 50
Nantucket,	3	18	3	17	4	24	12	80 00	20 00	8,500 00	–	120 00
Totals,	439	5,287	936	4,871	1,020	6,739	–	$66 92	$26 44	$2,355,505 96	$32,370 20	$76,779 67

* Including Marshpee District.

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RECAPITULATION—Concluded.

Counties.	Am't of School Funds, the income of which can be appropriated only for the support of Academies and Schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to Schools, that may be so appropriated or not.	High Schools. Number.	High Schools. Amount of Salaries.	Incorp. Academies. Number.	Incorp. Academies. Av'ge No. of Scholars.	Incorp. Academies. Aggregate p'd for Tuition.	Unincor. Academies & Private Schools. Number.	Unincor. Academies & Private Schools. Av'ge No. of Scholars.	Unincor. Academies & Private Schools. Aggregate p'd for Tuition.
Suffolk,	$7,000 00	$472 60	–	2‡	$5,925 00	–†	–	–	58	1,735	$192,193 00
Essex,	223,411 99	12,370 28	$1,214 45	18	19,786 00	8	561	$11,008 00	74	3,163	38,808 00
Middlesex,	139,557 80	8,788 27	–	33	38,822 00	7	486	29,830 00	83	1,952	51,043 50
Worcester,	71,733 01	4,990 81	962 62	29	25,973 48	5	266	16,550 00	61	1,614	30,444 20
Hampshire,	133,374 54	9,593 21	236 98	6	6,000 00	4	440	37,653 20§	21	356	5,446 50
Hampden,	104,811 68	6,670 31	103 10	7	7,609 25	3	463	15,579 05	29	669	12,715 00
Franklin,	30,045 99	2,212 26	241 94	5	2,758 00	6	109	1,829 04	18	501	6,137 20
Berkshire,	23,128 20	1,346 02	642 52	10	8,690 00	3	90	2,700 00	44	966	25,963 55
Norfolk,	179,439 31	11,982 55	678 03	18	23,300 00	4	460	5,032 00	69	1,054	25,844 00
Bristol,	46,981 00	2,605 74	264 00	5	5,346 37	3	227	13,956 50	53	1,174	17,225 00
Plymouth,	73,355 85	4,466 35	–	8	6,180 00	7	428	8,220 00	23	621	6,208 18
Barnstable,*	28,500 00	1,910 00	100 00	5	4,050 00	3	55	485 00	12	347	2,778 00
Dukes,	5,000 00	300 00	–	1	800 00	1	65	372 00	7	225	900 00
Nantucket,	25,000 00	1,500 00	–	1	1,200 00	1	46	308 00	1	40	488 00
Totals,	$1,091,339 37	$69,208 40	$4,443 64	148	$156,440 10	55	3,696	$143,522 79	553	14,417	$416,194 13

* Including Marshpee District.

† Some 4,000 pupils are educated in Charitable Institutions, paying about $15,000.

‡ Also the English High School and Girls' High or Normal School in Boston.

§ $31,250 of this amount is the income at So. Hadley Female Seminary, which includes *board* and tuition.

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EVENING SCHOOLS, AS RETURNED BY SCHOOL COMMITTEES.

	Males.	Females.	Average No.	Time kept.	No. of Teachers.	Expense.
Lawrence, . . .	200	150	320	5 months.	24	$500 00
Cambridge, . .	105	85	125	49 evenings.	6	395 00
Medford, . . .	66	18	30	10 weeks.	1	200 00
Winchester, . .	25	11	32	2 months.	15	30 00
Worcester, . . .	81	–	28	3 months.	1	180 33
Springfield, . .	75	65	95	13 weeks.	3	240 00
Westfield, . . .	20	20	36	36 evenings.	7	69 50
Roxbury, . . .	250	125	140	47 evenings.	15	575 00
Fall River, . .	289	84	218	16 weeks.	6	1,100 00
New Bedford, . .	192	193	160	7 months.	8	1,500 00
Plymouth, . . .	64	62	41	5 months.	14	40 00
Totals, . .	1,367	813	1,225	–	100	$4,829 83

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RETURNS OF SCHOOLS IN STATE CHARITABLE AND REFORMATORY INSTITUTIONS.

STATE INSTITUTIONS.	No. of Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		Persons under 5 years of age who attend School.	Persons over 15 years of age who attend School.	Number between 5 and 15 years of age May 1, 1863.	No. of Teachers.				Number of different Teachers.		Length of Schools.	Wages of Teachers per Month.	
		In term including Summer.	In term including Winter.	In Sum'r.	In Winter.				Summer.		Winter.						
									Males.	Females.	Males.	Females.	Males.	Females.		Males.	Females.
Almshouse at Monson,* .	7	–	518	–	326	13	11	–	1	6	1	7	1	11	12	$50 00	$13 00
Indus. School at Lancaster,	5	199	178	144	134	–	88	66	–	5	–	5	–	7	12	–	20 83‖
Nautical School, . .	2	541†	–	284†	–	–	303	238‡	2	1	2	1	2	1	12	96 00	17 00*a*
Reform Sch'l at Westboro',	7	494†	–	303	345	–	–	332§	2	5	2	5	5	5	12	46 00	25 00*b*

* Schools in the State Almshouses at Bridgewater and Tewksbury have been transferred to Monson.

† For the year.

‡ On September 1st.

§ On September 30th, 1867—319 pupils.

‖ Board, fuel and lights furnished.

a Exclusive of board.

b And board

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GRADUATED TABLES—First Series.

The following Table shows the sums appropriated by the several cities and towns in the State, for the education of each child between 5 and 15 years of age. The income of the Surplus Revenue and of other funds held in a similar way, when appropriated to schools is added to the sum raised by taxes, and these sums constitute the amount reckoned as appropriations. The income of such School Funds as were given and are held on the express condition that their income shall be appropriated to schools, is not included. Such an appropriation of their income, being necessary to retaining the funds, is no evidence of the liberality of those holding the trust. But if a town appropriates the income of any Fund to its Public Schools, which may be so appropriated or not, at the option of the voters, or when the town has a legal right to use such income in defraying its ordinary expenses, then such an appropriation is as really a contribution to Common Schools as an equal sum raised by taxes. On this account the Surplus Revenue, and sometimes other funds, are to be distinguished from Local School Funds as generally held. The income of the one *may* be appropriated to schools or not, at the pleasure of the town; the income of the other *must* be appropriated to schools by the condition of the donation. Funds of the latter kind are usually donations made to furnish means of education in addition to those provided by a reasonable taxation. Committees are expected, in their annual returns to make this distinction in relation to School Funds.

Voluntary contributions are not included in the amount which is divided, in order to ascertain the sum appropriated to each child. In many towns such contributions, however liberal, are not permanent, and cannot be relied upon as a stated provision. They are often raised and applied to favor particular districts or schools, or classes of scholars, and not to benefit equally all that attend the Public Schools. Besides, the value of board and fuel gratuitously furnished is determined by the mere estimate of individuals, and is therefore uncertain; while the amount raised by taxes, being in money, has a fixed and definite value, and is a matter of record. Still, the contributions voluntarily made are exhibited in a separate column of the Table, as necessary to a complete statement of the provision made by the towns for the education of their children.

The Table exhibits the rank of each city or town in the State, in respect to its liberality in the appropriation of money to its schools, as compared with other cities and towns for the year 1866-7, also its rank in a similar scale for 1865-6. It presents the sum appropriated to each child between 5 and 15. Brookline continues to be first on the list.

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GRADUATED TABLES—First Series.

*Table showing the comparative amount of Money appropriated by the different Towns in the State, for the education of each Child in the Town, between the ages of 5 and 15 years.**

For 1865-6.	For 1866-7.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	BROOKLINE, .	$21 94.1	$22,050 83	–	–	1,005	–
2	2	Nahant, . .	19 22.7	1,403 54	–	–	73	–
7	3	Belmont, .	18 18.2	4,400 00	–	–	242	–
5	4	Milton, . .	17 82.1	9,000 00	–	–	505	$100 00
12	5	W. Roxbury, .	17 03.6	20,000 00	–	–	1,174	–
8	6	Newton, . .	16 84.4	34,059 48	–	–	2,022	–
9	7	Boston, . .	16 72.1	589,000 00	–	–	35225	–
3	8	Dorchester, .	16 20.5	34,500 00	–	–	2,129	–
6	9	Arlington,† .	16 20.4	9,171 32	–	–	566	–
10	10	Watertown, .	14 90.9	10,600 00	–	–	711	–
11	11	Somerville, .	13 89.5	30,000 00	–	–	2,159	–
4	12	Brighton, .	13 28.2	12,046 98	–	–	907	–
23	13	Needham, .	13 13.3	7,000 00	–	–	533	–
17	14	Roxbury, .	12 43.2	79,303 00	–	–	6,379	–
14	15	Charlestown, .	12 10.8	62,769 91	–	–	5,184	–
22	16	Chelsea, . .	12 04.8	40,000 00	–	–	3,320	–
15	17	Nantucket, .	11 88.8	8,500 00	–	–	715	–
16	18	New Bedford,	11 59	39,889 58	–	–	3,442	–
19	19	Cambridge, .	11 53.1	83,173 04	–	–	7,213	–
36	20	Winchester, .	11 43.2	5,510 31	–	–	482	25 00
27	21	Springfield, .	11 19.4	42,950 00	$103 10	43,053 10	3,846	–
13	22	North Chelsea,	11 17.3	2,000 00	–	–	179	–
20	23	Dedham, .	11 07.7	16,749 00	–	–	1,512	30 00
34	24	Malden, . .	10 90.3	17,500 00	–	–	1,605	–
18	25	Swampscott, .	10 90.3	3,500 00	–	–	321	–
41	26	Worcester, .	10 67	61,675 00	–	–	5,780	–
24	27	Lexington, .	10 64.1	4,650 00	–	–	437	–
47	28	Waltham, .	10 56.4	12,307 58	–	–	1,165	–
33	29	Melrose, . .	10 38.3	6,500 00	–	–	626	–
76	30	Tyngsborough,	10 29.4	1,050 00	–	–	102	–
39	31	Weston, . .	10 23.7	2,293 00	–	–	224	–
29	32	Medford, .	10 23.5	12,097 22	–	–	1,182	–
28	33	Plymouth, .	10 13.5	12,800 00	–	–	1,263	–

* Compare the rank of towns in this Table with their rank in the next or Second Series of Tables, showing the percentage of taxable property appropriated for Schools. † Formerly W. Cambridge.

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For 1865-6.	For 1866-7.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
26	34	Lowell,	$10 03.7	$60,000 00	–	–	5,978	–
42	35	Quincy,	9 92.1	15,000 00	–	–	1,512	–
30	36	Lunenburg,	9 91.2	1,903 16	–	–	192	–
62	37	Longmeadow,	9 66.5	2,426 00	–	–	251	–
64	38	Framingham,	9 61.5	7,500 00	–	–	780	–
45	39	Amherst,	9 41.9	6,000 00	–	–	637	–
61	40	Stoneham,	9 37	5,500 00	–	–	587	–
21	41	Concord,	9 17	4,200 00	–	–	458	–
60	42	Leicester,	9 12.8	4,500 00	–	–	493	–
82	43	Southborough,	9 00.9	3,000 00	–	–	333	–
25	44	Chicopee,	9 00.6	12,500 00	–	–	1,388	–
37	45	Greenfield,	8 91.5	6,000 00	–	–	673	$400 00
56	46	So. Danvers,	8 80.5	12,000 00	$335 17	12,335 17	1,401	–
31	47	Fairhaven,	8 67.1	4,500 00	–	–	519	–
35	48	Salem,	8 57.5	41,237 97	–	–	4,809	–
51	49	Bedford,	8 44.2	1,300 00	–	–	154	–
40	50	Sunderland,	8 24.2	1,500 00	–	–	182	–
73	51	Lincoln,	8 21.9	1,200 00	–	–	146	–
88	52	Brookfield,	8 17.8	3,500 00	–	–	428	–
50	53	Burlington,	8 14.2	920 00	–	–	113	–
94	54	Haverhill,	8 14.2	16,000 00	521 18	16,521 18	2,029	–
69	55	Greenwich,	8 13	1,000 00	–	–	123	–
106	56	Northampton,	8 13	13,000 00	–	–	1,599	–
48	57	Lawrence,	8 11.6	32,675 95	–	–	4,026	–
32	58	Winthrop,	8 06.5	1,000 00	–	–	124	–
52	59	Dracut,	8 05.4	2,400 00	–	–	298	–
84	60	Beverly,	8 04.2	8,500 00	–	–	1,057	–
54	61	Saugus,	8 02.8	3,500 00	–	–	436	–
66	62	South Reading,	7 97.1	5,500 00	–	–	690	–
100	63	Hull,	7 95.5	350 00	–	–	44	–
71	64	Lynn,	7 94.1	36,465 00	–	–	4,592	–
53	65	Walpole,	7 93.7	3,000 00	–	–	378	–
303	66	Oakham,	7 82.9	1,190 00	–	–	152	–
72	67	Newburyport,	7 71.4	23,094 49	–	–	2,994	–
38	68	Foxborough,	7 70.6	4,200 00	–	–	545	–
99	69	Hadley,	7 69.2	3,100 00	–	–	403	–
80	70	Yarmouth,	7 69.2	3,500 00	–	–	455	–
91	71	Woburn,	7 62	12,329 63	–	–	1,618	–
43	72	Hingham,	7 60.3	5,816 11	–	–	765	–
79	73	New Braintree,	7 59.5	1,200 00	–	–	158	–
96	74	Littleton,	7 55.2	1,450 00	–	–	192	50 00
46	75	Reading,	7 52.5	4,500 00	–	–	598	100 00
65	76	Methuen,	7 39.9	3,500 00	–	–	473	–
49	77	Swansea,	7 39.4	1,885 39	–	–	255	42 00
85	78	Fitchburg,	7 33.6	13,000 00	–	–	1,772	–
153	79	Lakeville,	7 32.8	1,443 65	–	–	197	–
165	80	Athol,	7 30.1	4,300 00	–	–	589	–
81	81	Northbridge,	7 22.9	4,200 00	–	–	581	–
127	82	Wayland,	7 21.9	1,718 17	–	–	238	–

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For 1865-6.	For 1866-7.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
133	83	Granby, . .	$7 21.6	$1,400 00	–	–	194	$50 00
75	84	Harvard, .	7 19.4	2,000 00	–	–	278	15 00
208	85	Montgomery, .	7 18.8	575 00	–	–	80	282 00
191	86	Wellfleet, .	7 18.6	3,500 00	$100 00	$3,600 00	501	–
55	87	Westfield, .	7 16.8	8,000 00	–	–	1,116	–
63	88	Kingston, .	7 16.2	2,191 62	–	–	306	–
249	89	Pepperell, .	7 14.3	1,900 00	–	–	266	6 00
124	90	Sherborn, .	7 14.3	1,500 00	–	–	210	–
131	91	Sterling, .	7 09.2	2,000 00	–	–	282	40 00
89	92	Fall River, .	7 04.4	30,500 00	–	–	4,330	–
254	93	Marion, . .	7 04.2	1,500 00	–	–	213	22 00
44	94	Ashby, . .	7 02.7	1,300 00	–	–	185	25 00
156	95	Wrentham, .	7 01.4	4,000 00	341 86	4,341 86	619	–
192	96	Pittsfield, .	6 99.4	13,400 00	–	–	1,916	30 00
92	97	Medfield, .	6 99.3	1,000 00	–	–	143	–
70	98	Barnstable, .	6 97.9	7,000 00	–	–	1,003	–
68	99	Provincetown,	6 95.4	5,000 00	–	–	719	–
78	100	Ware, . .	6 95.1	5,116 00	–	–	736	–
102	101	Lynnfield, .	6 93.4	950 00	–	–	137	–
114	102	Edgartown, .	6 91.8	2,200 00	–	–	318	–
90	103	Gloucester, .	6 91.3	18,300 00	–	–	2,647	500 00
230	104	Northborough,	6 84	2,100 00	–	–	307	–
–	105	Hudson,* .	6 83.2	2,439 00	–	–	357	–
93	106	Holyoke, .	6 81.3	9,000 00	–	–	1,321	500 00
87	107	Leominster, .	6 79.1	4,251 37	–	–	626	12 00
170	108	Acton, . .	6 78.3	2,225 00	–	–	328	–
97	109	Clinton, . .	6 77.2	5,472 09	–	–	808	–
148	110	Westhampton,	6 76.7	900 00	–	–	133	281 44
136	111	Seekonk, .	6 68.3	745 14	264 00	1,009 14	151	17 00
58	112	Lancaster, .	6 64.7	2,200 00	–	–	331	25 00
266	113	N. Brookfield,	6 64.3	3,700 00	–	–	557	–
166	114	Uxbridge, .	6 60.2	3,556 26	220 00	3,776 26	572	69 00
86	115	Holliston, .	6 57	5,000 00	–	–	761	–
145	116	Prescott, .	6 54.2	700 00	–	–	107	60 00
239	117	Carlisle, . .	6 53.9	850 00	–	–	130	–
206	118	Hawley, . .	6 52.2	900 00	–	–	138	325 00
202	119	Hamilton, .	6 50.4	800 00	–	–	123	–
130	120	Charlton, .	6 49.6	2,369 82	131 10	2,500 92	385	–
119	121	Upton, . .	6 46.7	2,276 32	–	–	352	78 00
219	122	Ipswich, . .	6 46.3	3,800 00	–	–	588	–
83	123	Barre, . .	6 45.8	3,300 00	–	–	511	–
101	124	Orleans, . .	6 45.2	2,000 00	–	–	310	–
152	125	Pelham, . .	6 43	964 45	–	–	150	–
113	126	Dover, . .	6 40	800 00	–	–	125	–
121	127	Brimfield, .	6 35.6	1,500 00	–	–	236	105 00
227	128	Shrewsbury, .	6 34.9	2,000 00	–	–	315	–
111	129	Weymouth, .	6 34.9	12,000 00	–	–	1,890	–
132	130	Dunstable, .	6 32.5	525 00	–	–	83	16 00
306	131	Monroe, . .	6 31.9	234 00	12 44	246 44	39	88 00

* Newly incorporated.

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For 1865-6.	For 1866-7.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
163	132	Lenox, . .	$6 30.9	$2,000 00	–	–	317	$172 00
103	133	Scituate, .	6 27.8	2,800 00	–	–	446	–
137	134	Marblehead, .	6 25.9	9,000 00	–	–	1,438	–
135	135	Templeton, .	6 25.4	3,000 00	–	–	480	–
214	136	Hubbardston, .	6 25	2,000 00	–	–	320	130 00
144	137	Dighton, .	6 23.1	2,000 00	–	–	321	84 00
77	138	Cohasset, .	6 19	2,600 00	–	–	420	–
182	139	Sharon, . .	6 18.8	1,500 00	$195 54	$1,695 54	274	–
235	140	W. Newbury, .	6 16.1	2,680 00	–	–	435	–
228	141	Williamstown,	6 11.9	3,500 00	–	–	572	–
95	142	Georgetown, .	6 10	2,550 00	–	–	418	–
297	143	Rehoboth, .	6 08	2,200 00	–	–	362	80 00
158	144	Enfield, . .	6 06.1	1,200 00	–	–	198	–
112	145	Brewster, .	6 04	1,800 00	–	–	298	90 00
125	146	South Hadley,	6 01.2	3,000 00	–	–	499	192 62
271	147	Conway, .	6 00.9	1,983 00	–	–	330	471 00
150	148	Manchester, .	6 00	2,298 00	–	–	383	–
126	149	Rochester, .	6 00	1,200 00	–	–	200	175 00
151	150	Taunton, .	5 99	20,228 22	–	–	3,377	–
176	151	Holden, . .	5 95.5	2,131 85	–	–	358	–
98	152	Bradford, .	5 95.5	2,000 00	–	–	336	–
74	153	Acushnet, .	5 95.2	1,500 00	–	–	252	15 00
104	154	N. Andover, .	5 94.1	3,000 00	–	–	505	30 00
323	155	Stockbridge, .	5 93.7	2,500 00	200 00	2,700 00	452	108 00
117	156	Essex, . .	5 93.5	2,000 00	–	–	337	40 00
223	157	Westminster, .	5 93	2,200 00	–	–	371	–
285	158	W. Springfield,	5 92.6	2,400 00	–	–	405	64 00
278	159	Wendell, .	5 90.6	750 00	–	–	127	–
108	160	Marlborough, .	5 89.1	8,000 00	–	–	1,358	24 90
122	161	Deerfield, .	5 87.7	3,961 17	–	–	674	479 05
146	162	W. Brookfield,	5 84.2	2,150 00	–	–	368	–
215	163	Phillipston, .	5 84	800 00	–	–	137	–
187	164	Amesbury, .	5 82.8	5,000 00	–	–	858	–
142	165	Bellingham, .	5 81.4	1,400 00	140 63	1,540 63	265	20 00
138	166	Paxton, . .	5 79.6	700 00	94 05	794 05	137	–
160	167	Belchertown, .	5 78	3,000 00	–	–	519	142 50
178	168	Millbury, .	5 77.6	5,100 00	–	–	883	–
107	169	Sudbury, .	5 77.5	1,900 00	–	–	329	–
194	170	Plainfield, .	5 77	600 00	–	–	104	410 00
139	171	Warwick, .	5 71.4	1,000 00	–	–	175	27 81
259	172	Hopkinton, .	5 70.4	5,750 00	–	–	1,008	–
134	173	Petersham, .	5 70.3	1,500 00	–	–	263	–
116	174	Chilmark, .	5 68.2	500 00	–	–	88	–
67	175	Wales, . .	5 68.2	750 00	–	–	132	30 00
211	176	Mendon, .	5 64.7	1,244 64	150 28	1,394 92	247	–
181	177	Randolph, .	5 62.5	8,161 86	–	–	1,451	–
120	178	Danvers, .	5 62	6,450 00	300 00	6,750 00	1,201	100 00
201	179	Ludlow, . .	5 60	1,400 00	–	–	250	135 00
147	180	Hinsdale, .	5 57.2	1,900 00	–	–	341	862 00

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For 1865-6.	For 1866-7.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
161	181	Townsend,	$5 57.1	$2,000 00	–	–	359	–
149	182	Canton,	5 53.5	4,500 00	–	–	813	–
231	183	Milford,	5 53.4	14,000 00	–	–	2,530	–
179	184	Whately,	5 53	1,100 00	–	–	199	$90 00
251	185	Carver,	5 52.5	1,000 00	–	–	181	336 74
129	186	Chatham,	5 52.1	3,500 00	–	–	684	–
143	187	Billerica,	5 50.5	1,800 00	–	–	327	–
205	188	Boxborough,	5 49.5	500 00	–	–	91	–
118	189	Falmouth,	5 48.2	2,500 00	–	–	456	48 00
190	190	Dartmouth,	5 48	4,000 00	–	–	730	–
210	191	Spencer,	5 47.7	3,850 00	–	–	703	–
167	192	Westborough,	5 47.6	3,450 00	–	–	630	–
242	193	Winchendon,	5 47.4	3,000 00	–	–	548	–
115	194	Dalton,	5 40	1,500 00	–	–	278	100 00
209	195	Medway,	5 40	3,650 00	–	–	676	350 00
193	196	Truro,	5 37.6	1,500 00	–	–	279	–
224	197	Bridgewater,	5 36.2	4,000 00	–	–	746	–
140	198	Ashland,	5 35.2	1,900 00	–	–	355	–
141	199	Sandwich,	5 30·8	5,000 00	–	–	942	–
123	200	Berkley,	5 29.1	1,000 00	–	–	189	–
277	201	Blackstone,	5 29	5,500 00	$287 54	$5,787 54	1,094	300 00
183	202	Webster,	5 28.6	3,700 00	–	–	700	–
245	203	Oxford,	5 27.2	3,000 00	–	–	569	–
195	204	Braintree,	5 27	4,500 00	–	–	854	–
186	205	Boylston,	5 26.3	800 00	–	–	152	–
162	206	Gosnold,	5 26.3	100 00	–	–	19	12 00
258	207	Peru,	5 26.3	500 00	–	–	95	214 50
168	208	S. Scituate,	5 26.3	1,700 00	–	–	323	–
189	209	Stoughton,	5 20.8	6,000 00	–	–	1,152	–
109	210	Monterey,	5 19.5	800 00	–	–	154	425 00
213	211	N. Bridgew'ter,	5 18.7	7,900 00	–	–	1,523	–
169	212	Hatfield,	5 18.6	1,618 00	–	–	312	–
196	213	Wenham,	5 15.5	1,000 00	–	–	194	–
172	214	Tisbury,	5 14.3	1,800 00	–	–	350	–
309	215	Agawam,	5 13.7	1,500 00	–	–	292	300·00
180	216	Boxford,	5 11.1	1,000 00	58 10	1,058 10	207	–
256	217	Rutland,	5 10.6	1,200 00	–	–	235	–
159	218	Natick,	5 09.3	6,000 00	–	–	1,178	100 00
177	219	Chelmsford,	5 07.1	2,500 00	–	–	493	–
128	220	Franklin,	5 07.1	2,500 00	–	–	493	–
237	221	Andover,	5 06.1	5,000 00	–	–	988	–
174	222	Princeton,	5 06.1	1,250 00	–	–	247	–
110	223	Douglas,	5 03.9	2,600 00	–	–	516	–
184	224	Eastham,	5 03.6	700 00	–	–	139	–
157	225	Halifax,	5 03.6	700 00	–	–	139	–
334	226	Bernardston,	4 97.1	850 00	–	–	171	22 00
216	227	Raynham,	4 96.9	1,600 00	–	–	322	–
175	228	Heath,	4 96.5	700 00	–	–	141	338 00
272	229	Auburn,	4 96	1,200 00	–	–	242	8 25

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For 1865-6.	For 1866-7.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
233	230	Leyden, . .	$4 95.5	$550 00	–	–	111	$372 00
282	231	Pembroke, .	4 95	1,500 00	–	–	303	–
253	232	Palmer, . .	4 92.3	3,500 00	–	–	711	–
281	233	Dennis, . .	4 92	4,000 00	–	–	813	795 37
155	234	Groton, . .	4 91.6	3,500 00	–	–	712	–
203	235	Bolton, . .	4 90.8	1,600 00	–	–	326	50 00
298	236	Freetown, .	4 90.2	1,500 00	–	–	306	–
105	237	Hardwick, .	4 86.5	1,800 00	–	–	370	42 50
270	238	Duxbury, .	4 83.2	2,300 00	–	–	476	150 00
57	239	Ashfield, .	4 82.6	1,250 00	–	–	259	495 00
189	240	Goshen, . .	4 81.9	400 00	–	–	83	212 00
280	241	Tyringham, .	4 80	600 00	–	–	125	246 00
284	242	Sturbridge, .	4 77.4	1,800 00	–	–	377	–
264	243	Easthampton, .	4 72.3	3,500 00	–	–	741	–
244	244	Warren, .	4 70.6	2,000 00	–	–	425	50 00
204	245	Newbury, .	4 67.6	1,300 00	–	–	278	50 00
225	246	New Salem, .	4 67.3	1,000 00	–	–	214	15 00
207	247	Salisbury, .	4 63	3,500 00	–	–	756	–
304	248	Chester, . .	4 62	1,400 00	–	–	303	823 00
199	249	Alford, . .	4 61.6	300 00	–	–	65	62 00
200	250	Abington, .	4 60.4	10,000 00	–	–	2,172	–
274	251	Adams, . .	4 60.4	10,000 00	–	–	2,172	–
226	252	Rowley, . .	4 59.8	1,200 00	–	–	261	–
315	253	Shutesbury, .	4 59.8	800 00	–	–	174	202 00
234	254	E. Bridgewater,	4 59.4	3,000 00	–	–	653	–
301	255	Mansfield, .	4 59.3	1,947 36	–	–	424	–
212	256	Middleboro', .	4 59.2	4,500 00	–	–	980	88 00
197	257	Worthington, .	4 57.5	800 00	$146 98	$946 98	207	1,100 00
218	258	Chesterfield, .	4 57.1	800 00	–	–	175	536 00
185	259	Westford, .	4 57.1	1,600 00	–	–	350	75 00
268	260	Sutton, . .	4 57	2,500 00	–	–	547	100 12
222	261	Montague, .	4 54.5	1,500 00	163 50	1,663 50	366	268 00
173	262	Grafton, . .	4 54.4	4,210 00	79 65	4,289 65	944	10 00
236	263	Stow, . .	4 51.8	1,500 00	–	–	332	89 75
261	264	Windsor, .	4 49.4	800 00	–	–	178	462 00
265	265	Rowe, . .	4 47.8	600 00	–	–	134	165 50
59	266	Shirley, . .	4 45.9	1,400 00	–	–	314	–
221	267	Monson, . .	4 44	2,500 00	–	–	563	400 00
310	268	Westport, .	4 43.3	2,500 00	–	–	564	450 00
164	269	Rockport, .	4 39.2	3,000 00	–	–	683	–
262	270	Easton, . .	4 36	3,000 00	–	–	688	600 00
247	271	Hardwick, .	4 35.9	3,500 00	–	–	803	200 00
291	272	Ashburnham, .	4 33.3	2,000 00	–	–	461	–
292	273	Middlefield, .	4 31.3	600 00	90 00	690 09	160	266 00
267	274	Sheffield, .	4 30.3	2,200 00	115 00	2,315 00	538	1,000 00
241	275	Plympton, .	4 30.1	800 00	–	–	186	105 00
217	276	Tewksbury, .	4 30.1	1,200 00	–	–	279	38 00
275	277	Erving, . .	4 27.4	500 00	–	–	117	–
290	278	Becket, . .	4 27	1,200 00	–	–	281	655 00

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For 1865-6.	For 1866-7.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
273	279	Lee,	$4 25	$4,195 00	–	–	987	$28 00
243	280	Norton,	4 25	1,500 00	–	–	353	–
238	281	Middleton,	4 24.5	900 00	–	–	212	100 00
229	282	Hanover,	4 24.2	1,400 00	–	–	330	–
246	283	Marshfield,	4 21.1	1,600 00	–	–	380	20 00
220	284	Cummington,	4 20.2	1,000 00	–	–	238	515 00
314	285	Williamsburg,	4 16.7	2,000 00	–	–	480	375 00
171	286	Orange,	4 16.6	1,500 00	–	–	360	25 00
250	287	Blandford,	4 14.5	800 00	–	–	193	877 00
255	288	Northfield,	4 11	1,500 00	$66 00	$1,566 00	381	50 00
252	289	Egremont,	4 10.3	800 00	–	–	195	–
279	290	Gardner,	4 10	2,300 00	–	–	561	–
293	291	Hanson,	4 09.8	1,000 00	–	–	244	32 00
260	292	N. Marlboro',	4 09.5	1,200 00	327 52	1,527 52	373	343 50
248	293	Huntington,	4 08.2	1,000 00	–	–	245	442 00
286	294	Wilbraham,	4 08.2	1,600 00	–	–	392	75 00
263	295	W. Bridgewater,	4 03.8	1,700 00	–	–	421	–
307	296	Attleborough,	4 03.2	5,500 00	–	–	1,364	250 00
288	297	Royalston,	4 02.7	1,200 00	–	–	298	20 00
257	298	Dana,	4 02.3	700 00	–	–	174	50 00
294	299	Wareham,	4 00.6	2,500 00	–	–	624	–
318	300	Savoy,	4 00	776 00	–	–	194	636 90
198	301	Shelburne,	3 94.7	1,200 00	–	–	304	540 00
269	302	Somerset,	3 94.2	1,655 50	–	–	420	–
232	303	Topsfield,	3 92.2	1,000 00	–	–	255	–
287	304	N. Reading,	3 91.7	850 00	–	–	217	–
300	305	Gill,	3 90.6	500 00	–	–	128	300 00
289	306	Southampton,	3 87.6	1,000 00	–	–	258	411 00
276	307	Wilmington,	3 86.6	750 00	–	–	194	–
320	308	Lanesborough,	3 86.1	1,000 00	–	–	259	60 00
305	309	Sandisfield,	3 83.6	1,400 00	–	–	365	1,004 00
296	310	Charlemont,	3 78.2	900 00	–	–	238	385 00
283	311	Berlin,	3 72.1	800 00	–	–	215	–
308	312	Washington,	3 72.1	800 00	–	–	215	307 00
240	313	Otis,	3 68.7	800 00	–	–	217	375 00
302	314	Mattapoisett,	3 61	1,000 00	–	–	277	78 00
295	315	Holland,	3 57.1	300 00	–	–	84	127 25
299	316	Southbridge,	3 57.1	3,800 00	–	–	1,064	–
317	317	Russell,	3 52.1	500 00	–	–	142	237 00
311	318	Coleraine,	3 49	1,200 00	–	–	344	–
327	319	Granville,	3 44.8	1,100 00	–	–	319	825 00
316	320	Tolland,	3 40.1	500 00	–	–	147	430 00
330	321	Gt. Barrington,	3 22.6	3,000 00	–	–	930	1,000 00
312	322	Leverett,	3 17.5	600 00	–	–	189	50 00
326	323	W. Boylston,	3 11.9	1,550 00	–	–	497	–
154	324	Florida,	3 09.3	600 00	–	–	194	100 00
332	325	Southwick,	3 07.7	800 00	–	–	260	272 50
321	326	Groveland,	3 02.7	1,008 00	–	–	333	–
319	327	Buckland,	3 00	1,311 00	–	–	437	53 00

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For 1865-6.	For 1866-7.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
324	328	W. Stockbridge,	$2 94.1	$1,000 00	–	–	340	$310 00
328	329	Clarksburg, .	2 87.8	400 00	–	–	139	40 00
331	330	Richmond, .	2 86	600 00	–	–	210	505 00
322	331	New Ashford, .	2 84.1	125 00	–	–	44	60 00
313	332	Dudley, . .	2 67.2	1,400 00	–	–	524	52 00
325	333	Cheshire, .	2 66	1,000 00	–	–	376	320 00
333	334	Hancock, .	2 50	500 00	–	–	200	430 00
329	335	Mt. Washington,	1 85.2	150 00	–	–	81	90 00
		Marshpee Dist.,	1 83.8	125 00	–	–	68	–

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GRADUATED TABLES—First Series.

Table showing the comparative amount of Money appropriated by the different Towns in each of the Counties of the State, for the education of each Child in the Town, between the ages of 5 and 15 years.

SUFFOLK COUNTY.

For 1865-6.	For 1866-7.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	BOSTON,	$16 72.1	$589,000 00	–	–	35225	–
3	2	Chelsea,	12 04.8	40,000 00	–	–	3,320	–
2	3	North Chelsea,	11 17.3	2,000 00	–	–	179	–
4	4	Winthrop,	8 06.5	1,000 00	–	–	124	–

ESSEX COUNTY.

1	1	NAHANT,	$19 22.7	$1,403 54	–	–	73	–
2	2	Swampscott,	10 90.3	3,500 00	–	–	321	–
6	3	S. Danvers,	8 80.5	12,000 00	$335 17	12,335 17	1,401	–
3	4	Salem,	8 57.5	41,237 97	–	–	4,809	–
12	5	Haverhill,	8 14.2	16,000 00	521 18	16,521 18	2,029	–
4	6	Lawrence,	8 11.6	32,675 95	–	–	4,026	–
10	7	Beverly,	8 04.2	8,500 00	–	–	1,057	–
5	8	Saugus,	8 02.8	3,500 00	–	–	436	–
8	9	Lynn,	7 94.1	36,465 00	–	–	4,592	–
9	10	Newburyport,	7 71.4	23,094 49	–	–	2,994	–
7	11	Methuen,	7 39.9	3,500 00	–	–	473	–
15	12	Lynnfield,	6 93.4	950 00	–	–	137	–
11	13	Gloucester,	6 91.3	18,300 00	–	–	2,647	$500 00
25	14	Hamilton,	6 50.4	800 00	–	–	123	–
28	15	Ipswich,	6 46.3	3,800 00	–	–	588	–
19	16	Marblehead,	6 25.9	9,000 00	–	–	1,438	–
31	17	W. Newbury,	6 16.1	2,680 00	–	–	435	–
13	18	Georgetown,	6 10	2,550 00	–	–	418	–
20	19	Manchester,	6 00	2,298 00	–	–	383	–
14	20	Bradford,	5 95.2	2,000 00	–	–	336	–
16	21	N. Andover,	5 94.1	3,000 00	–	–	505	30 00
17	22	Essex,	5 93.5	2,000 00	–	–	337	40 00
23	23	Amesbury,	5 82.8	5,000 00	–	–	858	–

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ESSEX COUNTY—Continued.

For 1865-6.	For 1866-7.	TOWNS	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
18	24	Danvers,	$5 62	$6,450 00	$300 00	$6,750 00	1,201	$100 00
24	25	Wenham,	5 15.5	1,000 00	–	–	194	–
22	26	Boxford,	5 11.1	1,000 00	58 10	1,058 10	207	–
32	27	Andover,	5 06.1	5,000 00	–	–	988	–
26	28	Newbury,	4 67.6	1,300 00	–	–	278	50 00
27	29	Salisbury,	4 63	3,500 00	–	–	756	–
29	30	Rowley,	4 59.8	1,200 00	–	–	261	–
21	31	Rockport,	4 39.2	3,000 00	–	–	683	–
33	32	Middleton,	4 24.5	900 00	–	–	212	100 00
30	33	Topsfield,	3 92.2	1,000 00	–	–	255	–
34	34	Groveland,	3 02.7	1,008 00	–	–	333	–

MIDDLESEX COUNTY.

3	1	BELMONT,	$18 18.2	$4,400 00	–	–	242	–
4	2	Newton,	16 84.4	34,059 48	–	–	2,022	–
2	3	Arlington,	16 20.4	9,171 32	–	–	566	–
5	4	Watertown,	14 90.9	10,600 00	–	–	711	–
6	5	Somerville,	13 89.5	30,000 00	–	–	2,159	–
1	6	Brighton,	13 28.2	12,046 98	–	–	907	–
7	7	Charlestown,	12 10.8	62,769 91	–	–	5,184	–
8	8	Cambridge,	11 53.1	63,173 04	–	–	7,213	–
15	9	Winchester,	11 43.2	5,510 81	–	–	482	$25 00
14	10	Malden,	10 90.3	17,500 00	–	–	1,605	–
10	11	Lexington,	10 64.1	4,650 00	–	–	437	–
19	12	Waltham,	10 56.4	12,307 58	–	–	1,165	–
13	13	Melrose,	10 38.3	6,500 00	–	–	626	–
28	14	Tyngsborough,	10 29.4	1,050 00	–	–	102	–
16	15	Weston,	10 23.7	2,298 00	–	–	224	–
12	16	Medford,	10 23.5	12,097 22	–	–	1,182	–
11	17	Lowell,	10 03.7	60,000 00	–	–	5,978	–
25	18	Framingham,	9 61.5	7,500 00	–	–	780	–
24	19	Stoneham,	9 37	5,500 00	–	–	587	–
9	20	Concord,	9 17	4,200 00	–	–	458	–
21	21	Bedford,	8 44.2	1,300 00	–	–	154	–
27	22	Lincoln,	8 21.9	1,200 00	–	–	146	–
20	23	Burlington,	8 14.2	920 00	–	–	113	–
22	24	Dracut,	8 05.4	2,400 00	–	–	298	–
26	25	S. Reading,	7 97.1	5,500 00	–	–	690	–
30	26	Woburn,	7 62	12,329 63	–	–	1,618	–
31	27	Littleton,	7 55.2	1,450 00	–	–	192	50 00
18	28	Reading,	7 52.5	4,500 00	–	–	598	100 00
35	29	Wayland,	7 21.9	1,718 17	–	–	238	–
49	30	Pepperell,	7 14.3	1,900 00	–	–	266	6 00
34	31	Sherborn,	7 14.3	1,500 00	–	–	210	–

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MIDDLESEX COUNTY—Continued.

For 1865-6.	For 1866-7.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
17	32	Ashby, . .	$7 02.7	$1,300 00	–	–	185	$25 00
*	33	Hudson, . .	6 83.2	2,439 00	–	–	357	–
42	34	Acton, . .	6 78.3	2,225 00	–	–	328	–
29	35	Holliston, .	6 57	5,000 00	–	–	761	–
48	36	Carlisle, . .	6 53.9	850 00	–	–	130	–
36	37	Dunstable, .	6 32.5	525 00	–	–	83	16 00
33	38	Marlborough, .	5 89.1	8,000 00	–	–	1,358	24 00
32	39	Sudbury, .	5 77.5	1,900 00	–	–	329	–
50	40	Hopkinton, .	5 70.4	5,750 00	–	–	1,008	–
41	41	Townsend, .	5 57.1	2,000 00	–	–	359	–
38	42	Billerica, .	5 50.5	1,800 00	–	–	327	–
45	43	Boxborough, .	5 49.5	500 00	–	–	91	–
37	44	Ashland, .	5 35.2	1,900 00	–	–	355	–
40	45	Natick, . .	5 09.3	6,000 00	–	–	1,178	100 00
43	46	Chelmsford, .	5 07.1	2,500 00	–	–	493	–
39	47	Groton, . .	4 91.6	3,500 00	–	–	712	–
44	48	Westford, .	4 57.1	1,600 00	–	–	350	75 00
47	49	Stow, . .	4 51.8	1,500 00	–	–	332	89 75
23	50	Shirley, . .	4 45.9	1,400 00	–	–	314	–
46	51	Tewksbury, .	4 30.1	1,200 00	–	–	279	38 00
52	52	N. Reading, .	3 91.7	850 00	–	–	217	–
51	53	Wilmington, .	3 86.6	750 00	–	–	194	–

WORCESTER COUNTY.

2	1	WORCESTER,	$10 67	$61,675 00	–	–	5,780	–
1	2	Lunenburg, .	9 91.2	1,903 16	–	–	192	–
4	3	Leicester, .	9 12.8	4,500 00	–	–	493	–
8	4	Southborough,	9 00.9	3,000 00	–	–	333	–
12	5	Brookfield, .	8 17.8	3,500 00	–	–	428	–
56	6	Oakham, .	7 82.9	1,190 00	–	–	152	–
6	7	New Braintree,	7 59.5	1,200 00	–	–	158	–
10	8	Fitchburg, .	7 33.6	13,000 00	–	–	1,772	–
23	9	Athol, . .	7 30.1	4,300 00	–	–	589	–
7	10	Northbridge, .	7 22.9	4,200 00	–	–	581	–
5	11	Harvard, .	7 19.4	2,000 00	–	–	278	$15 00
18	12	Sterling, . .	7 09.2	2,000 00	–	–	282	40 00
39	13	Northborough,	6 84	2,100 00	–	–	307	–
11	14	Leominster, .	6 79.1	4,251 37	–	–	626	12 00
13	15	Clinton, . .	6 77.2	5,472 09	–	–	808	–
3	16	Lancaster, .	6 64.7	2,200 00	–	–	331	25 00
46	17	N. Brookfield,	6 64.3	3,700 00	–	–	557	–
24	18	Uxbridge, .	6 60.2	3,556 26	$220 00	$3,776 26	572	69 00
17	19	Charlton, .	6 49.6	2,369 82	131 10	2,500 92	385	–
16	20	Upton, . .	6 46.7	2,276 32	–	–	352	78 00

* Newly incorporated.

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WORCESTER COUNTY—Continued.

For 1865-6.	For 1866-7.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
9	21	Barre, . .	$6 45.8	$3,300 00	–	–	511	–
38	22	Shrewsbury, .	6 34 9	2,000 00	–	–	315	–
20	23	Templeton, .	6 25.4	3,000 00	–	–	480	–
35	24	Hubbardston, .	6 25	2,000 00	–	–	320	$130 00
28	25	Holden, . .	5 95.5	2,131 85	–	–	358	–
37	26	Westminster, .	5 93	2,200 00	–	–	371	–
22	27	W. Brookfield,	5 84.2	2,150 00	–	–	368	–
36	28	Phillipston, .	5 84	800 00	–	–	137	–
21	29	Paxton, . .	5 79.6	700 00	$94 05	$794 05	137	–
29	30	Millbury, .	5 77.6	5,100 00	–	–	883	–
19	31	Petersham, .	5 70.3	1,500 00	–	–	263	–
34	32	Mendon, .	5 64.7	1,244 64	150 28	1,394 92	247	–
40	33	Milford, . .	5 53.4	14,000 00	–	–	2,530	–
33	34	Spencer, .	5 47.7	3,850 00	–	–	703	–
25	35	Westborough, .	5 47.6	3,450 00	–	–	630	–
41	36	Winchendon, .	5 47.4	3,000 00	–	–	548	–
49	37	Blackstone, .	5 29	5,500 00	287 54	5,787 54	1,094	300 00
30	38	Webster, .	5 28.6	3,700 00	–	–	700	–
43	39	Oxford, . .	5 27.2	3,000 00	–	–	569	–
31	40	Boylston, .	5 26.3	800 00	–	–	152	–
44	41	Rutland, .	5 10.6	1,200 00	–	–	235	–
27	42	Princeton, .	5 06.1	1,250 00	–	–	247	–
15	43	Douglas, . .	5 03.9	2,600 00	–	–	516	–
48	44	Auburn, . .	4 96	1,200 00	–	–	242	8 25
32	45	Bolton, . .	4 90.8	1,600 00	–	–	326	50 00
14	46	Hardwick, .	4 86.5	1,800 00	–	–	370	42 50
52	47	Sturbridge, .	4 77.4	1,800 00	–	–	377	–
42	48	Warren, . .	4 70.6	2,000 00	–	–	425	50 00
47	49	Sutton, . .	4 57	2,500 00	–	–	547	100 12
26	50	Grafton, . .	4 54.4	4,210 00	79 65	4,289 65	944	10 00
54	51	Ashburnham, .	4 33.8	2,000 00	–	–	461	–
50	52	Gardner, .	4 10	2,300 00	–	–	561	–
53	53	Royalston, .	4 02.7	1,200 00	–	–	298	20 00
45	54	Dana, . .	4 02.3	700 00	–	–	174	50 00
51	55	Berlin, . .	3 72.1	800 00	–	–	215	–
55	56	Southbridge, .	3 57.1	3,800 00	–	–	1,064	–
58	57	West Boylston,	3 11.9	1,550 00	–	–	497	–
57	58	Dudley, . .	2 67.2	1,400 00	–	–	524	52 00

HAMPSHIRE COUNTY.

1	1	AMHERST, .	$9 41.9	$6,000 00	–	–	637	–
2	2	Greenwich, .	8 13	1,000 00	–	–	123	–
5	3	Northampton, .	8 13	13,000 00	–	–	1,599	–
4	4	Hadley, . .	7 69.2	3,100 00	–	–	403	–

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HAMPSHIRE COUNTY—Continued.

For 1865-6.	For 1866-7.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
7	5	Granby, . .	$7 21.6	$1,400 00	-	-	194	$50 00
3	6	Ware, . .	6 95.1	5,116 00	-	-	736	-
9	7	Westhampton,	6 76.7	900 00	-	-	133	281 44
8	8	Prescott, .	6 54.2	700 00	-	-	107	60 00
10	9	Pelham, . .	6 43	964 45	-	-	150	-
11	10	Enfield, . .	6 06.1	1,200 00	-	-	198	-
6	11	South Hadley,	6 01.2	3,000 00	-	-	499	192 62
12	12	Belchertown, .	5 78	3,000 00	-	-	519	142 50
15	13	Plainfield, .	5 77	600 00	-	-	104	410 00
13	14	Hatfield, .	5 18.6	1,618 00	-	-	312	-
14	15	Goshen, . .	4 81.9	400 00	-	-	83	212 00
20	16	Easthampton, .	4 72.3	3,500 00	-	-	741	-
16	17	Worthington, .	4 57.5	800 00	$146 98	$946 98	207	1,100 00
17	18	Chesterfield, .	4 57.1	800 00	-	-	175	536 00
22	19	Middlefield, .	4 31.3	600 00	90 00	690 00	160	266 00
18	20	Cummington, .	4 20.2	1,000 00	-	-	238	515 00
23	21	Williamsburg,	4 16.7	2,000 00	-	-	480	375 00
19	22	Huntington, .	4 08.2	1,000 00	-	-	245	442 00
21	23	Southampton, .	3 87.6	1,000 00	-	-	258	411 00

HAMPDEN COUNTY.

2	1	SPRINGFIELD,	$11 19.4	$42,950 00	$103 10	43,053 10	3,846	-
4	2	Longmeadow, .	9 66.5	2,426 00	-	-	251	-
1	3	Chicopee, .	9 00.6	12,500 00	-	-	1,388	-
9	4	Montgomery, .	7 18.8	575 00	-	-	80	$282 00
3	5	Westfield, .	7 16.8	8,000 00	-	-	1,116	-
6	6	Holyoke, .	6 81.3	9,000 00	-	-	1,321	500 00
7	7	Brimfield, .	6 35.6	1,500 00	-	-	236	105 00
13	8	W. Springfield,	5 92.6	2,400 00	-	-	405	64 00
5	9	Wales, . .	5 68.2	750 00	-	-	132	30 00
8	10	Ludlow, . .	5 60	1,400 00	-	-	250	135 00
17	11	Agawam, .	5 13.7	1,500 00	-	-	292	300 00
12	12	Palmer, . .	4 92.3	3,500 00	-	-	711	-
16	13	Chester, . .	4 62	1,400 00	-	-	303	823 00
10	14	Monson, . .	4 44	2,500 00	-	-	563	400 00
11	15	Blandford, .	4 14.5	800 00	-	-	193	877 00
14	16	Wilbraham, .	4 08.2	1,600 00	-	-	392	75 00
15	17	Holland, .	3 57.1	300 00	-	-	84	127 25
19	18	Russell, . .	3 52.1	500 00	-	-	142	237 00
20	19	Granville, .	3 44.8	1,100 00	-	-	319	825 00
18	20	Tolland, . .	3 40.1	500 00	-	-	147	430 00
21	21	Southwick, .	3 07.7	800 00	-	-	260	272 50

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FRANKLIN COUNTY.

For 1866-6.	For 1866-7.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	GREENFIELD,	$8 91.5	$6,000 00	-	-	673	$400 00
2	2	Sunderland, .	8 24.2	1,500 00	-	-	182	-
10	3	Hawley, . .	6 52.2	900 00	-	-	188	325 00
21	4	Monroe, . .	6 31.9	234 00	$12 44	$246 44	89	88 00
16	5	Conway, .	6 00.9	1,983 00	-	-	330	471 00
18	6	Wendell, .	5 90.6	750 00	-	-	127	-
4	7	Deerfield, .	5 87.7	3,961 17	-	-	674	479 95
5	8	Warwick, .	5 71.4	1,000 00	-	-	175	27 81
8	9	Whately, .	5 53	1,100 00	-	-	199	90 00
26	10	Bernardston, .	4 97.1	850 00	-	-	171	22 00
7	11	Heath, . .	4 96.5	700 00	-	-	141	338 00
13	12	Leyden, . .	4 95.5	550 00	-	-	111	372 00
3	13	Ashfield, .	4 82.6	1,250 00	-	-	259	495 00
12	14	New Salem, .	4 67.3	1,000 00	-	-	214	15 00
24	15	Shutesbury, .	4 59.8	800 00	-	-	174	202 00
11	16	Montague, .	4 54.5	1,500 00	163 50	1,663 50	366	268 00
15	17	Rowe, . .	4 47.8	600 00	-	-	134	165 50
17	18	Erving, . .	4 27.4	500 00	-	-	117	-
6	19	Orange, . .	4 16.6	1,500 00	-	-	360	25 00
14	20	Northfield, .	4 11	1,500 00	66 00	1,566 00	381	50 00
9	21	Shelburne, .	3 94.7	1,200 00	-	-	304	540 00
20	22	Gill, . .	3 90.6	500 00	-	-	128	300 00
19	23	Charlemont, .	3 78.2	900 00	-	-	238	385 00
22	24	Coleraine, .	3 49	1,200 00	-	-	344	-
23	25	Leverett, .	3 17.5	600 00	-	-	189	50 00
25	26	Buckland, .	3 00	1,311 00	-	-	437	58 00

BERKSHIRE COUNTY.

6	1	PITTSFIELD, .	$6 99.4	$13,400 00	-	-	1,916	$30 00
5	2	Lenox, . .	6 30.9	2,000 00	-	-	317	172 00
8	3	Williamstown,	6 11.9	3,500 00	-	-	572	-
24	4	Stockbridge, .	5 93.7	2,500 00	$200 00	$2,700 00	452	108 00
3	5	Hinsdale, .	5 57.2	1,900 00	-	-	341	842 00
2	6	Dalton, . .	5 40	1,500 00	-	-	278	100 00
11	7	Peru, . .	5 26.3	500 00	-	-	95	214 50
1	8	Monterey, .	5 19.5	800 00	-	-	154	425 00
17	9	Tyringham, .	4 80	600 00	-	-	125	246 00
7	10	Alford, . .	4 61.6	300 00	-	-	65	62 00
16	11	Adams, . .	4 60.4	10,000 00	-	-	2,172	-
13	12	Windsor, .	4 49.4	800 00	-	-	178	462 00
14	13	Sheffield, .	4 30.3	2,200 00	115 00	2,315 00	538	1,000 00
18	14	Becket, . .	4 27	1,200 00	-	-	281	655 00
15	15	Lee, . .	4 25	4,195 00	-	-	987	28 00

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BERKSHIRE COUNTY—Continued.

For 1865-6.	For 1866-7.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
10	16	Egremont, .	$4 10.8	$800 00	–	–	195	–
12	17	N. Marlboro', .	4 09.5	1,200 00	$327 52	$1,527 52	373	$343 50
21	18	Savoy, . .	4 00	776 00	–	–	194	636 90
22	19	Lanesborough,	3 86.1	1,000 00	–	–	259	60 00
19	20	Sandisfield, .	3 83.6	1,400 00	–	–	365	1,004 00
20	21	Washington, .	3 72.1	800 00	–	–	215	307 00
9	22	Otis, . .	3 68.7	800 00	–	–	217	375 00
29	23	Gt. Barrington,	3 22.6	3,000 00	–	–	930	1,000 00
4	24	Florida, . .	3 09.3	600 00	–	–	194	100 00
25	25	W. Stockbridge,	2 94.1	1,000 00	–	–	340	310 00
27	26	Clarksburg, .	2 87.8	400 00	–	–	139	40 00
30	27	Richmond, .	2 86	600 00	–	–	210	505 00
23	28	New Ashford, .	2 84.1	125 00	–	–	44	60 00
26	29	Cheshire, .	2 66	1,000 00	–	–	376	320 00
31	30	Hancock, .	2 50	500 00	–	–	200	430 00
28	31	Mt. Washing'n,	1 85.2	150 00	–	–	81	90 00

NORFOLK COUNTY.

1	1	BROOKLINE, .	$21 94.1	$22,050 83	–	–	1,005	–
3	2	Milton, . .	17 82.1	9,000 00	–	–	505	$100 00
4	3	W. Roxbury, .	17 03.6	20,000 00	–	–	1,174	–
2	4	Dorchester, .	16 20.5	34,500 00	–	–	2,129	–
7	5	Needham, .	13 13.3	7,000 00	–	–	533	–
5	6	Roxbury, .	12 43.2	79,303 00	–	–	6,379	–
6	7	Dedham, .	11 07.7	16,749 00	–	–	1,512	30 00
9	8	Quincy, . .	9 92.1	15,000 00	–	–	1,512	–
10	9	Walpole, .	7 93.7	3,000 00	–	–	378	–
8	10	Foxborough, .	7 70.6	4,200 00	–	–	545	–
18	11	Wrentham, .	7 01.4	4,000 00	$341 86	$4,341 86	619	–
12	12	Medfield, .	6 99.3	1,000 00	–	–	143	–
14	13	Dover, . .	6 40	800 00	–	–	125	–
13	14	Weymouth, .	6 34.9	12,000 00	–	–	1,890	–
11	15	Cohasset, .	6 19	2,600 00	–	–	420	–
20	16	Sharon, . .	6 18.8	1,500 00	195 54	1,695 54	274	–
16	17	Bellingham, .	5 81.4	1,400 00	140 63	1,540 63	265	20 00
19	18	Randolph, .	5 62.5	8,161 86	–	–	1,451	–
17	19	Canton, . .	5 53.5	4,500 00	–	–	813	–
23	20	Medway, .	5 40	3,650 00	–	–	676	350 00
22	21	Braintree, .	5 27	4,500 00	–	–	854	–
21	22	Stoughton, .	5 20.8	6,000 00	–	–	1,152	–
15	23	Franklin, .	5 07.1	2,500 00	–	–	493	–

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BRISTOL COUNTY.

For 1865-6.	For 1866-7.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	N. BEDFORD, .	$11 59	$39,889 58	–	–	3,442	–
2	2	Fairhaven, .	8 67.1	4,500 00	–	–	519	–
3	3	Swansea, .	7 39.4	1,885 39	–	–	255	$42 00
5	4	Fall River, .	7 04.4	30,500 00	–	–	4,330	–
7	5	Seekonk, .	6 68.3	745 14	$264 00	$1,009 14	151	17 00
8	6	Dighton,. .	6 23.1	2,000 00	–	–	321	84 00
15	7	Rehoboth, .	6 08	2,200 00	–	–	362	80 00
9	8	Taunton, .	5 99	20,228 22	–	–	3,377	–
4	9	Acushnet, .	5 95.2	1,500 00	–	–	252	15 00
10	10	Dartmouth, .	5 48	4,000 00	–	–	730	–
6	11	Berkley, .	5 29.1	1,000 00	–	–	189	–
11	12	Raynham, .	4 96.9	1,600 00	–	–	322	–
16	13	Freetown, .	4 90.2	1,500 00	–	–	306	–
17	14	Mansfield, .	4 59.3	1,947 36	–	–	424	–
19	15	Westport, .	4 43.3	2,500 00	–	–	564	450 00
13	16	Easton, . .	4 36	3,000 00	–	–	688	600 00
12	17	Norton, . .	4 25	1,500 00	–	–	353	–
18	18	Attleborough, .	4 03.2	5,500 00	–	–	1,364	250 00
14	19	Somerset, .	3 94.2	1,655 50	–	–	420	–

PLYMOUTH COUNTY.

1	1	PLYMOUTH, .	$10 13.5	$12,800 00	–	–	1,263	–
4	2	Hull, . . .	7 95.5	350 00	–	–	44	–
2	3	Hingham, .	7 60.3	5,816 11	–	–	765	–
7	4	Lakeville, .	7 32.8	1,443 65	–	–	197	–
3	5	Kingston, .	7 16.2	2,191 62	–	–	306	–
19	6	Marion, . .	7 04.2	1,500 00	–	–	213	$22 00
5	7	Scituate, .	6 27.8	2,800 00	–	–	446	–
6	8	Rochester, .	6 00	1,200 00	–	–	200	175 00
18	9	Carver, . .	5 52.5	1,000 00	–	–	181	336 74
13	10	Bridgewater, .	5 36.2	4,000 00	–	–	746	–
9	11	So. Scituate, .	5 26.3	1,700 00	–	–	323	–
12	12	N.Bridgewater,	5 18.7	7,900 00	–	–	1,523	–
8	13	Halifax, . .	5 03.6	700 00	–	–	139	–
22	14	Pembroke, .	4 95	1,500 00	–	–	303	–
21	15	Duxbury, .	4 83.2	2,300 00	–	–	476	150 00
10	16	Abington, .	4 60.4	10,000 00	–	–	2,172	–
15	17	E.Bridgewater,	4 59.4	3,000 00	–	–	653	–
11	18	Middleboro', .	4 59.2	4,500 00	–	–	980	88 00
16	19	Plympton, .	4 30·1	800 00	–	–	186	105 00
14	20	Hanover, .	4 24.2	1,400 00	–	–	330	–
17	21	Marshfield, .	4 21.1	1,600 00	–	–	380	20 00
23	22	Hanson, . .	4 09.8	1,000 00	–	–	244	32 00

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PLYMOUTH COUNTY—Continued.

For 1865-6.	For 1866-7.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
20	23	W. Bridgew'r,	$4 03.8	$1,700 00	–	–	421	–
24	24	Wareham, .	4 00.6	2,500 00	–	–	624	–
25	25	Mattapoisett, .	3 61	1,000 00	–	–	277	$78 00

BARNSTABLE COUNTY.

3	1	YARMOUTH, .	$7 69.2	$3,500 00	–	–	455	–
10	2	Wellfleet, .	7 18.6	3,500 00	$100 00	$3,600 00	501	–
2	3	Barnstable, .	6 97.9	7,000 00	–	–	1,003	–
1	4	Provincetown,	6 95.4	5,000 00	–	–	719	–
4	5	Orleans, . .	6 45.2	2,000 00	–	–	310	–
5	6	Brewster, .	6 04	1,800 00	–	–	298	$90 00
7	7	Chatham, .	5 52.1	3,500 00	–	–	634	–
6	8	Falmouth, .	5 48.2	2,500 00	–	–	456	48 00
11	9	Truro, . .	5 37.6	1,500 00	–	–	279	–
8	10	Sandwich, .	5 30.8	5,000 00	–	–	942	–
9	11	Eastham, .	5 03.6	700 00	–	–	139	–
13	12	Dennis, . .	4 92	4,000 00	–	–	813	795 37
12	13	Harwich, .	4 35.9	3,500 00	–	–	803	200 00

DUKES COUNTY.

1	1	EDGARTOWN,	$6 91.8	$2,200 00	–	–	318	–
2	2	Chilmark, .	5 68.2	500 00	–	–	88	–
3	3	Gosnold, .	5 26.3	100 00	–	–	19	$12 00
4	4	Tisbury, . .	5 14.3	1,800 00	–	–	350	–

NANTUCKET COUNTY.

NANTUCKET, . .	$11 88.8	$8,500 00	–	–	715	–
MARSHPEE DIS., .	$1 83.8	$125 00	–	–	68	–

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A GRADUATED TABLE—First Series.

Showing the Comparative Amount of Money appropriated by the different Counties in the State for the Education of each Child between the ages of 5 and 15 years in the County.

For 1855-6.	For 1856-7.	COUNTIES.	Sum appropriated by Counties for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue and similar funds appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	SUFFOLK	$16 26.8	$632,000 00	–	$632,000 00	38,848	–
2	2	Nantucket, ...	11 88.8	8,500 00	–	8,500 00	715	–
3	3	Norfolk, ...	10 62.9	263,414 60	$678 03	264,092 63	24,847	$695 00
4	4	Middlesex, ...	10 09.8	473,535 64	–	473,535 64	46,893	548 75
5	5	Hampden, ...	7 73.1	96,001 00	103 10	96,104 10	12,431	5,482 75
6	6	Essex, ...	7 28.9	259,613 02	1,214 45	260,827 47	35,784	820 00
7	7	Bristol, ...	6 96.4	127,651 19	264 00	127,915 19	18,369	1,538 00
9	8	Worcester, ...	6 60.6	25,730 51	962 62	226,693 13	34,315	1,051 87
11	9	Hampshire, ...	6 37.7	52,698 45	236 98	52,935 43	8,301	4,993 56
10	10	Dukes, ...	5 93.5	4,600 00	–	4,600 00	775	12 00
8	11	Barnstable, ...	5 89.3	43,625 00	100 00	43,725 00	7,420	1,133 37
12	12	Plymouth, ...	5 57.8	74,701 38	–	74,701 38	13,392	1,006 74
13	13	Franklin, ...	5 16.7	33,889 17	241 94	34,131 11	6,605	5,162 26
14	14	Berkshire, ...	4 70.1	59,546 00	642 52	60,188 52	12,803	9,925 90

AGGREGATE FOR THE STATE.

State, ...	$9 02.5	$2,355,505 96	$4,443 64	$2,359,949 60	261,498	$32,370 20

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A GRADUATED TABLE—First Series.

Showing the Comparative Amount of Money, including Voluntary Contributions, appropriated by the different Counties in the State, for the education of each Child between the ages of 5 and 15 years in the County.

For 1866-6.	For 1866-7.	COUNTIES.	Totals.
1	1	SUFFOLK,	$16 26.8
2	2	Nantucket,	11 88.8
3	3	Norfolk,	10 65.7
4	4	Middlesex,	10 11
5	5	Hampden,	8 17.2
6	6	Essex,	7 31.2
7	7	Bristol,	7 04.7
8	8	Hampshire,	6 97.9
10	9	Worcester,	6 63.7
9	10	Barnstable,	6 04.6
12	11	Dukes,	5 95.1
11	12	Franklin,	5 94.9
13	13	Plymouth,	5 65.3
14	14	Berkshire,	5 47.6
Aggregate for the State, including voluntary contributions,			$9 14.8

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GRADUATED TABLES—Second Series.

The next Table exhibits the appropriation of the cities and towns, as compared with their respective valuations in 1865.

The first column shows the rank of the cities and towns in a similar Table for 1865–6.

The second column indicates, in numerical order, the precedence of the cities and towns in respect to the liberality of their appropriations for 1866–7.

The third consists of the names of the cities and towns, as numerically arranged.

The fourth shows the percentage of taxable property appropriated to the support of the Public Schools. The result is equivalent in value to mills and hundredths of mills. The decimals are carried to three figures in order to indicate more perfectly the distinction between the different towns. The first figure (mills) expresses the principal value, and is separated from the last two figures by a point.

The appropriations for schools are not given in the following Table, as they may be found by referring to the previous Tables, also in the Abstract of School Returns, commencing on page ii. These appropriations include the sum raised by taxes, the income of the surplus revenue, and of such other funds as the towns may appropriate at their option, either to support Common Schools, or to pay ordinary municipal expenses. The income of other local funds, and the voluntary contributions are not included in the estimate. The appropriations are reckoned the same as in the first series of tables, and for the same reasons.

The amount of taxable property, in each city and town, according to the last State Valuation, is also omitted, as it is already given in the foregoing Abstract of School Returns.

If the rank assigned to towns in the next Tables is compared with the rank of the same town in the former series, it will be seen that they hold, in many instances, a very different place in the scale.

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GRADUATED TABLES—Second Series.

A Graduated Table, in which all the Towns in the State are numerically arranged, according to the percentage of their taxable property, appropriated to the support of Public Schools, for the year 1866–7.

For 1865-6, according to Valuation of 1865.	For 1866-7, according to Valuation of 1865.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1865-6.	For 1866-7.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
3	1	SOMERVILLE,	$.005-28	104	36	Hopkinton,	$.003-60
5	2	Chelsea,	5-19	43	37	Weymouth,	3-59
14	3	Wellfleet,	5-14	36	38	N. Bridgewater,	3-58
9	4	Hawley,	4-92	32	39	Orleans,	3-58
7	5	Pelham,	4-88	85	40	Holyoke,	3-49
2	6	Northbridge,	4-68	92	41	Webster,	3-49
4	7	Warwick,	4-53	46	42	Reading,	3-48
19	8	Malden,	4-33	91	43	Newton,	3-47
50	9	Milford,	4-27	35	44	Dedham,	3-45
12	10	Marblehead,	4-22	40	45	Stoughton,	3-44
8	11	Truro,	4-15	64	46	Charlestown,	3-43
41	12	Stoneham,	4-12	20	47	Harwich,	3-41
11	13	Plymouth,	4-07	108	48	Dennis,	3-39
26	14	Gloucester,	4-06	22	49	Georgetown,	3-35
18	15	Westborough,	4-01	37	50	North Brookfield,	3-35
6	16	Chicopee,	4-00	62	51	Holliston,	3-33
69	17	Athol,	3-96	24	52	Rowe,	3-33
13	18	Nantucket,	3-95	83	53	Roxbury,	3-33
1	19	Florida,	3-93	25	54	Bellingham,	3-32
17	20	Ware,	3-92	63	55	Scituate,	3-29
31	21	Quincy,	3-91	28	56	Abington,	3-27
55	22	Needham,	3-90	15	57	Foxborough,	3-27
21	23	Watertown,	3-84	262	58	Marion,	3-27
47	24	Greenwich,	3-83	23	59	Deerfield,	3-26
27	25	Melrose,	3-81	29	60	Natick,	3-26
60	26	Winchester,	3-79	97	61	Arlington,	3-24
166	27	Oakham,	3-74	93	62	Amherst,	3-23
113	28	Wendell,	3-72	67	63	South Danvers,	3-23
74	29	Haverhill,	3-68	89	64	Springfield,	3-22
30	30	Millbury,	3-66	73	65	Cambridge,	3-21
80	31	Shutesbury,	3-65	33	66	Chatham,	3-18
49	32	Lynn,	3-63	34	67	Eastham,	3-18
112	33	Montgomery,	3-62	38	68	Provincetown,	3-17
16	34	Sunderland,	3-62	39	69	Berkley,	3-16
103	35	Brookfield,	3-60	76	70	Brighton,	3-16

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For 1865-6.	For 1866-7.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1865-6.	For 1866-7.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
58	71	Greenfield, . .	$.003-16	129	120	Washington, .	$.002-76
89	72	Prescott, . .	3-16	148	121	Charlton, . .	2-75
10	73	Marlborough, .	3-15	79	122	Montague, . .	2-74
160	74	Chester, . .	3-14	45	123	Monterey, . .	2-74
134	75	Southborough, .	3-13	154	124	South Hadley, .	2-72
120	76	Worcester, . .	3-13	77	125	Clinton, . .	2-71
293	77	Monroe, . .	3-10	87	126	Nahant, . .	2-71
44	78	Barnstable, . .	3-09	192	127	Northampton, .	2-71
72	79	South Reading, .	3-09	90	128	Townsend, . .	2-71
75	80	Upton, . .	3-09	84	129	Belchertown, .	2-70
78	81	Westhampton, .	3-09	202	130	Hubbardston, .	2-70
70	82	Ludlow, . .	3-08	86	131	Methuen, . .	2-70
102	83	Fitchburg, . .	3-07	118	132	Saugus, . .	2-69
139	84	Wrentham, . .	3-07	146	133	Framingham, .	2-68
107	85	Templeton, . .	3-06	140	134	Paxton, . .	2-67
198	86	Westminster, .	3-05	132	135	Lexington, . .	2-66
57	87	Danvers, . .	3-02	122	136	Bedford, . .	2-65
179	88	Williamstown, .	3-02	96	137	Walpole, . .	2-65
51	89	Heath, . .	3-01	98	138	E. Bridgewater, .	2-64
82	90	Newburyport, .	3-01	188	139	Oxford, . .	2-64
215	91	Tyngsborough, .	3-01	147	140	Windsor, . .	2-64
52	92	Ashland, . .	3-00	99	141	Plympton, . .	2-63
157	93	Clarksburg, . .	3-00	100	142	Tisbury, . .	2-63
94	94	Manchester, .	3-00	101	143	Goshen, . .	2-62
54	95	Sandwich, . .	3-00	206	144	Wayland, . .	2-61
239	96	Adams, . .	2-98	142	145	Acton, . .	2-60
136	97	Amesbury, . .	2-98	159	146	Lunenburg, .	2-60
68	98	Douglas, . .	2-98	195	147	Pembroke, . .	2-60
183	99	Granby, . .	2-98	211	148	Mansfield, . .	2-59
56	100	New Salem, .	2-97	180	149	Winchendon, .	2-58
59	101	Wales, . .	2-95	145	150	Dighton, . .	2-57
65	102	Cummington, .	2-92	105	151	Otis, . . .	2-57
133	103	Medway, . .	2-92	106	152	Ashby, . .	2-56
115	104	Lawrence, . .	2-91	171	153	Salem, . .	2-55
155	105	Blackstone, . .	2-90	164	154	Gardner, . .	2-54
66	106	Dana, . . .	2-89	172	155	Ashburnham, .	2-53
42	107	Erving, . .	2-89	161	156	Beverly, . .	2-53
258	108	Rehoboth, . .	2-88	110	157	Concord, . .	2-53
137	109	Lowell, . .	2-86	111	158	Fairhaven, . .	2-53
197	110	Savoy, . .	2-85	257	159	Lakeville, . .	2-53
182	111	West Newbury, .	2-85	114	160	Becket, . .	2-51
109	112	Braintree, . .	2-84	130	161	Bolton, . .	2-51
71	113	Wareham, . .	2-83	193	162	Plainfield, . .	2-51
243	114	Conway, . .	2-82	207	163	Attleborough, .	2-50
194	115	Spencer, . .	2-82	149	164	Holden, . .	2-50
178	116	Palmer, . .	2-79	116	165	N. Marlborough, .	2-50
135	117	Randolph, . .	2-79	53	166	Orange, . .	2-50
117	118	Leicester, . .	2-78	144	167	Swansea, . .	2-50
184	119	Dorchester, . .	2-76	152	168	Buckland, . .	2-49

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For 1865-6.	For 1866-7.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1865-6.	For 1866-7.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
156	169	Lee,	$.002-49	165	218	Northfield,	$.002-20
170	170	Phillipston,	2-49	167	219	Essex,	2-19
119	171	Westfield,	2-47	221	220	Lancaster,	2-19
234	172	Woburn,	2-47	168	221	Rochester,	2-19
61	173	Winthrop,	2-46	260	222	Sutton,	2-19
123	174	Charlemont,	2-45	261	223	Carver,	2-18
126	175	Huntington,	2-44	169	224	Hanson,	2-18
220	176	Ipswich,	2-44	252	225	New Braintree,	2-17
153	177	Hingham,	2-43	235	226	Dracut,	2-16
127	178	Yarmouth,	2-43	174	227	Wenham,	2-16
210	179	Hadley,	2-42	175	228	Chesterfield,	2-15
251	180	Lenox,	2-42	214	229	Harvard,	2-14
181	181	Fall River,	2-41	289	230	Granville,	2-13
128	182	Grafton,	2-41	185	231	Edgartown,	2-12
199	183	Swampscott,	2-41	265	232	Freetown,	2-12
131	184	Bradford,	2-40	186	233	Leverett,	2-11
287	185	Carlisle,	2-40	187	234	Middleborough,	2-11
200	186	Taunton,	2-40	278	235	Milton,	2-11
125	187	Franklin,	2-39	190	236	Boxborough,	2-10
226	188	Longmeadow,	2-39	309	237	Pittsfield,	2-10
237	189	Auburn,	2-38	216	238	Mendon,	2-09
138	190	Hinsdale,	2-37	250	239	Brimfield,	2-08
141	191	Rowley,	2-35	196	240	Salisbury,	2-08
189	192	Russell,	2-35	245	241	Sturbridge,	2-08
81	193	Rockport,	2-34	253	242	Weston,	2-08
228	194	Sharon,	2-34	95	243	Shirley,	2-07
143	195	Peru,	2-33	317	244	Easthampton,	2-06
201	196	Uxbridge,	2-33	294	245	Pepperell,	2-06
176	197	Hull,	2-32	205	246	Dudley,	2-05
177	198	North Chelsea,	2-32	121	247	Ashfield,	2-04
232	199	Worthington,	2-31	209	248	Canton,	2-04
124	200	Petersham,	2-30	324	249	Stockbridge,	2-04
150	201	Holland,	2-29	323	250	Northborough,	2-03
204	202	Littleton,	2-29	280	251	Seekonk,	2-03
151	203	Middleton,	2-29	247	252	Warren,	2-03
242	204	Rutland,	2-29	212	253	South Scituate,	2-02
48	205	Acushnet,	2-28	256	254	Bridgewater,	2-01
219	206	Duxbury,	2-28	217	255	Tyringham,	2-00
191	207	Sandisfield,	2-28	218	256	Berlin,	1-99
213	208	West Boylston,	2-28	223	257	Southampton,	1-99
173	209	Brewster,	2-25	224	258	Halifax,	1-98
227	210	Burlington,	2-25	273	259	Lincoln,	1-98
158	211	Groton,	2-25	276	260	Enfield,	1-97
230	212	Southbridge,	2-24	225	261	Leyden,	1-97
162	213	Dover,	2-23	269	262	Middlefield,	1-96
233	214	Waltham	2-22	266	263	Stow,	1-96
163	215	Cohasset,	2-21	312	264	Shrewsbury,	1-95
203	216	Leominster,	2-20	222	265	New Bedford,	1-94
208	217	Medford,	2-20	259	266	Sheffield,	1-92

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For 1865-6.	For 1866-7.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1865-6.	For 1866-7.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
229	267	Somerset,	$.001-91	281	302	W. Stockbridge,	$.001-63
236	268	Monson,	1-90	298	303	Medfield,	1-63
238	269	Coleraine,	1-88	282	304	Chelmsford,	1-62
300	270	West Roxbury,	1-88	286	305	Tewksbury,	1-61
240	271	Hanover,	1-87	284	306	Princeton,	1-61
241	272	Marshfield,	1-87	295	307	West Brookfield,	1-61
270	273	Andover,	1-85	306	308	Westford,	1-60
244	274	Mattapoisett,	1-85	316	309	Lynnfield,	1-57
297	275	Agawam,	1-84	320	310	Boston,	1-56
263	276	Sterling,	1-84	305	311	Easton,	1-55
308	277	Williamsburg,	1-84	291	312	Dalton,	1-52
246	278	Barre,	1-83	292	313	Blandford,	1-51
231	279	Wilbraham,	1-83	311	314	Groveland,	1-51
275	280	Brookline,	1-82	321	315	Lanesborough,	1-51
248	281	Falmouth,	1-82	296	316	Cheshire,	1-48
322	282	West Springfield,	1-82	299	317	North Reading,	1-47
304	283	Sudbury,	1-80	249	318	Shelburne,	1-46
254	284	W. Bridgewater,	1-80	301	319	Topsfield,	1-45
255	285	Norton,	1-78	288	320	Chilmark,	1-43
334	286	Bernardston,	1-75	313	321	Raynham,	1-43
307	287	Sherborn,	1-73	327	322	Gt. Barrington,	1-38
303	288	Westport,	1-72	310	323	Egremont,	1-36
285	289	Boylston,	1-71	318	324	Dunstable,	1-34
264	290	Mt. Washington,	1-71	315	325	Wilmington,	1-33
267	291	Newbury,	1-69	331	326	Southwick,	1-32
268	292	Royalston,	1-69	319	327	Gill,	1-28
290	293	Boxford,	1-67	326	328	Belmont,	1-25
314	294	Tolland,	1-67	333	329	Richmond,	1-19
271	295	Billerica,	1-66	328	330	New Ashford,	1-15
272	296	Hamilton,	1-66	325	331	Hatfield,	1-12
274	297	Whately,	1-65	332	332	Hancock,	1-02
302	298	Dartmouth,	1-64	330	333	Gosnold,	0-89
277	299	Hardwick,	1-64	329	334	Alford,	0-88
283	300	Kingston,	1-64	335	335	Hudson,	–
279	301	North Andover,	1-64				

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GRADUATED TABLES—Second Series.

In which all the Towns in the respective Counties in the State are numerically arranged, according to the Percentage of their taxable property, appropriated for the support of Public Schools, for the year 1866–7.

SUFFOLK COUNTY.

For 1865–6.	For 1866–7.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1865–6.	For 1866–7.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
1	1	CHELSEA,	$.005-19	3	3	North Chelsea,	$.002-32
2	2	Winthrop,	2-46	4	4	Boston,	1-56

ESSEX COUNTY.

1	1	MARBLEHEAD,	$.004-22	26	18	Ipswich,	$.002-44
3	2	Gloucester,	4-06	25	19	Swampscott,	2-41
7	3	Haverhill,	3-68	15	20	Bradford,	2-40
4	4	Lynn,	3-63	17	21	Rowley,	2-35
2	5	Georgetown,	3-35	8	22	Rockport,	2-34
6	6	So. Danvers,	3-23	18	23	Middleton,	2-29
5	7	Danvers,	3-02	20	24	Essex,	2-19
9	8	Newburyport,	3-01	22	25	Wenham,	2-16
12	9	Manchester,	3-00	24	26	Salisbury,	2-08
16	10	Amesbury,	2-98	28	27	Andover,	1-85
13	11	Lawrence,	2-91	27	28	Newbury,	1-69
23	12	W. Newbury,	2-85	31	29	Boxford,	1-67
11	13	Nahant,	2-71	29	30	Hamilton,	1-66
10	14	Methuen,	2-70	30	31	N. Andover,	1-64
14	15	Saugus,	2-69	34	32	Lynnfield,	1-57
21	16	Salem,	2-55	33	33	Groveland,	1-51
19	17	Beverly,	2-53	32	34	Topsfield,	1-45

MIDDLESEX COUNTY.

1	1	SOMERVILLE,	$.005-28	5	5	Melrose,	$.003-81
3	2	Malden,	4-33	10	6	Winchester,	3-79
7	3	Stoneham,	4-12	20	7	Hopkinton,	3-60
4	4	Watertown,	3-84	8	8	Reading,	3-48

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MIDDLESEX COUNTY—Continued.

For 1865-6.	For 1866-7.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1865-6.	For 1866-7.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
17	9	Newton,	$.003-47	34	32	Burlington,	$.002-25
12	10	Charlestown,	3-43	28	33	Groton,	2-25
11	11	Holliston,	3-33	35	34	Waltham,	2-22
6	12	Natick,	3-26	32	35	Medford,	2-20
19	13	Arlington,	3-24	37	36	Dracut,	2-16
14	14	Cambridge,	3-21	29	37	Boxborough,	2-10
15	15	Brighton,	3-16	38	38	Weston,	2-08
2	16	Marlborough,	3-15	18	39	Shirley,	2-07
13	17	South Reading,	3-09	45	40	Pepperell,	2-06
33	18	Tyngsborough,	3-01	41	41	Lincoln,	1-98
9	19	Ashland,	3-00	39	42	Stow,	1-96
25	20	Lowell,	2-86	47	43	Sudbury,	1-80
16	21	Townsend,	2-71	49	44	Sherborn,	1-73
27	22	Framingham,	2-68	40	45	Billerica,	1-66
24	23	Lexington,	2-66	42	46	Chelmsford,	1-62
23	24	Bedford,	2-65	43	47	Tewksbury,	1-61
31	25	Wayland,	2-61	48	48	Westford,	1-60
26	26	Acton,	2-60	46	49	North Reading,	1-47
21	27	Ashby,	2-56	51	50	Dunstable,	1-34
22	28	Concord,	2-53	50	51	Wilmington,	1-33
36	29	Woburn,	2-47	52	52	Belmont,	1-25
44	30	Carlisle,	2-40	–	53	Hudson,	–
30	31	Littleton,	2-29				

WORCESTER COUNTY.

1	1	NORTHBRIDGE,	$.004-68	22	21	Charlton,	$.002-75
5	2	Milford,	4-27	10	22	Clinton,	2-71
2	3	Westborough,	4-01	35	23	Hubbardston,	2-70
8	4	Athol,	3-96	21	24	Paxton,	2-67
27	5	Oakham,	3-74	31	25	Oxford,	2-64
3	6	Millbury,	3-66	25	26	Lunenburg,	2-60
13	7	Brookfield,	3-60	30	27	Winchendon,	2-58
11	8	Webster,	3-49	26	28	Gardner,	2-54
4	9	N. Brookfield,	3-35	29	29	Ashburnham,	2-53
20	10	Southborough,	3-13	19	30	Bolton,	2-51
16	11	Worcester,	3-13	23	31	Holden,	2-50
9	12	Upton,	3-09	28	32	Phillipston,	2-49
12	13	Fitchburg,	3-07	18	33	Grafton,	2-41
14	14	Templeton,	3-06	44	34	Auburn,	2-38
33	15	Westminster,	3-05	34	35	Uxbridge,	2-33
7	16	Douglas,	2-98	17	36	Petersham,	2-30
24	17	Blackstone,	2-90	45	37	Rutland,	2-29
6	18	Dana,	2-89	38	38	W. Boylston,	2-28
32	19	Spencer,	2-82	43	39	Southbridge,	2-24
15	20	Leicester,	2-78	36	40	Leominster,	2-20

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WORCESTER COUNTY—Continued.

For 1865-6.	For 1866-7.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1865-6.	For 1866-7.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
42	41	Lancaster, . .	$.002-19	41	50	Berlin, . .	$.001-99
50	42	Sutton, . .	2-19	57	51	Shrewsbury, .	1-95
49	43	New Braintree, .	2-17	51	52	Sterling, . .	1-84
39	44	Harvard, . .	2-14	47	53	Barre, . .	1-83
40	45	Mendon, . .	2-09	55	54	Boylston, . .	1-71
46	46	Sturbridge, . .	2-08	52	55	Royalston, . .	1-69
37	47	Dudley, . .	2-05	53	56	Hardwick, . .	1-64
58	48	Northborough, .	2-03	54	57	Princeton, . .	1-61
48	49	Warren, . .	2-03	56	58	W. Brookfield, .	1-61

HAMPSHIRE COUNTY.

1	1	PELHAM, . .	$.004-88	15	13	Plainfield, . .	$.002-51
2	2	Ware, . . .	3-92	10	14	Huntington, .	2-44
3	3	Greenwich, . .	3-83	16	15	Hadley, . .	2-42
8	4	Amherst, . .	3-23	18	16	Worthington, .	2-31
7	5	Prescott, . .	3-16	12	17	Chesterfield, .	2-15
5	6	Westhampton, .	3-09	22	18	Easthampton, .	2-06
13	7	Granby, . .	2-98	17	19	Southampton, .	1-99
4	8	Cummington, .	2-92	20	20	Enfield, . .	1-97
11	9	South Hadley, .	2-72	19	21	Middlefield, .	1-96
14	10	Northampton, .	2-71	21	22	Williamsburg, .	1-84
6	11	Belchertown, .	2-70	23	23	Hatfield, . .	1-12
9	12	Goshen, . .	2-62				

HAMPDEN COUNTY.

1	1	CHICOPEE, .	$.004-00	8	12	Holland, . .	$.002-29
6	2	Montgomery, .	3-62	16	13	Granville, . .	2-13
4	3	Holyoke, . .	3-49	15	14	Brimfield, . .	2-08
5	4	Springfield, .	3-22	14	15	Monson, . .	1-90
9	5	Chester, . .	3-14	18	16	Agawam, . .	1-84
3	6	Ludlow, . .	3-08	13	17	Wilbraham, .	1-83
2	7	Wales, . .	2-95	20	18	West Springfield,	1-82
10	8	Palmer, . .	2-79	19	19	Tolland, . .	1-67
7	9	Westfield, . .	2-47	17	20	Blandford, . .	1-51
12	10	Longmeadow, .	2-39	21	21	Southwick, . .	1-32
11	11	Russell, . .	2-35				

FRANKLIN COUNTY.

2	1	HAWLEY, . .	$.004-92	13	3	Wendell, . .	$.003-72
1	2	Warwick, . .	4-53	12	4	Shutesbury, .	3-65

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FRANKLIN COUNTY—Continued.

For 1865-6.	For 1866-7.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1865-6.	For 1866-7.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
3	5	Sunderland,	$.003-62	16	16	Buckland,	$.002-49
5	6	Rowe,	3-33	15	17	Charlemont,	2-45
4	7	Deerfield,	3-26	17	18	Northfield,	2-20
10	8	Greenfield,	3-16	18	19	Leverett,	2-11
24	9	Monroe,	3-10	14	20	Ashfield,	2-04
7	10	Heath,	3-01	19	21	Leyden,	1-97
9	11	New Salem,	2-97	20	22	Coleraine,	1-88
6	12	Erving,	2-89	26	23	Bernardston,	1-75
21	13	Conway,	2-82	23	24	Whately,	1-65
11	14	Montague,	2-74	22	25	Shelburne,	1-46
8	15	Orange,	2-50	25	26	Gill,	1-28

BERKSHIRE COUNTY.

For 1865-6.	For 1866-7.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1865-6.	For 1866-7.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
1	1	FLORIDA,	$.003-93	23	17	Pittsfield,	$.002-10
12	2	Williamstown,	3-02	26	18	Stockbridge,	2-04
11	3	Clarksburg,	3-00	15	19	Tyringham,	2-00
16	4	Adams,	2-98	18	20	Sheffield,	1-92
14	5	Savoy,	2-85	19	21	Mt. Washington,	1-71
6	6	Washington,	2-76	20	22	W. Stockbridge,	1-68
2	7	Monterey,	2-74	21	23	Dalton,	1-52
9	8	Windsor,	2-64	25	24	Lanesborough,	1-51
3	9	Otis,	2-57	22	25	Cheshire,	1-48
4	10	Becket,	2-51	27	26	Gt. Barrington,	1-38
5	11	N. Marlborough,	2-50	24	27	Egremont,	1-36
10	12	Lee,	2-49	31	28	Richmond,	1-19
17	13	Lenox,	2-42	28	29	New Ashford,	1-15
7	14	Hinsdale,	2-37	30	30	Hancock,	1-02
8	15	Peru,	2-33	29	31	Alford,	0-88
13	16	Sandisfield,	2-28				

NORFOLK COUNTY.

For 1865-6.	For 1866-7.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1865-6.	For 1866-7.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
3	1	QUINCY,	$.003-91	17	13	Dorchester,	$.002-76
7	2	Needham,	3-90	9	14	Walpole,	2-65
6	3	Weymouth,	3-59	11	15	Franklin,	2-39
4	4	Dedham,	3-45	19	16	Sharon,	2-34
5	5	Stoughton,	3-44	15	17	Dover,	2-23
8	6	Roxbury,	3-33	16	18	Cohasset,	2-21
2	7	Bellingham,	3-32	21	19	Milton,	2-11
1	8	Foxborough,	3-27	18	20	Canton,	2-04
14	9	Wrentham,	3-07	23	21	West Roxbury,	1-88
12	10	Medway,	2-92	20	22	Brookline,	1-82
10	11	Braintree,	2-84	22	23	Medfield,	1-63
13	12	Randolph,	2-79				

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BRISTOL COUNTY.

For 1865-6.	For 1866-7.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1865-6.	For 1866-7.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
1	1	BERKLEY, . .	$.003-16	14	11	Freetown, . .	$.002-12
13	2	Rehoboth, . . .	2-88	15	12	Seekonk, . . .	2-03
9	3	Mansfield, . .	2-59	10	13	New Bedford, .	1-94
5	4	Dighton, . .	2-57	11	14	Somerset, . .	1-91
3	5	Fairhaven, . .	2-53	12	15	Norton, . .	1-78
8	6	Attleborough, .	2-50	17	16	Westport, . .	1-72
4	7	Swansea, . .	2-50	16	17	Dartmouth, . .	1-64
6	8	Fall River, . .	2-41	18	18	Easton, . .	1-55
7	9	Taunton, . .	2-40	19	19	Raynham, . .	1-43
2	10	Acushnet, . .	2-28				

PLYMOUTH COUNTY.

1	1	PLYMOUTH, .	$.004-07	9	14	Rochester, . .	$.002-19
3	2	N. Bridgewater, .	3-58	23	15	Carver, . .	2-18
4	3	Scituate, . .	3-29	10	16	Hanson, . .	2-18
2	4	Abington, . .	3-27	12	17	Middleborough, .	2-11
24	5	Marion, . .	3-27	14	18	S. Scituate, .	2-02
5	6	Wareham, . .	2-83	21	19	Bridgewater, .	2-01
6	7	E. Bridgewater, .	2-64	16	20	Halifax, . .	1-98
7	8	Plympton, . .	2-63	17	21	Hanover, . .	1-87
13	9	Pembroke, . .	2-60	18	22	Marshfield, . .	1-87
22	10	Lakeville, . .	2-53	19	23	Mattapoisett, .	1-85
8	11	Hingham, . .	2-43	20	24	W. Bridgew'ter, .	1-80
11	12	Hull, . . .	2-32	25	25	Kingston, . .	1-64
15	13	Duxbury, . .	2-28				

BARNSTABLE COUNTY.

2	1	WELLFLEET, .	$.005-14	7	8	Provincetown, .	$.003-17
1	2	Truro, . .	4-15	8	9	Barnstable, . .	3-09
4	3	Orleans, . .	3-58	9	10	Sandwich, . .	3-00
3	4	Harwich, . .	3-41	11	11	Yarmouth, . .	2-43
10	5	Dennis, . .	3-39	12	12	Brewster, . .	2-25
5	6	Chatham, . .	3-18	13	13	Falmouth, . .	1-82
6	7	Eastham, . .	3-18				

DUKES COUNTY.

1	1	TISBURY, . .	$.002-63	3	3	Chilmark, . .	$.001-43
2	2	Edgartown, .	2-12	4	4	Gosnold, . .	0-89

NANTUCKET COUNTY.

NANTUCKET, ...	$.003-95

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A GRADUATED TABLE—SECOND SERIES.

The different Counties in the State numerically arranged, according to the Percentage of their taxable property, appropriated for the support of Public Schools, for the year 1866–7.

For 1865-6.	For 1866-7.	COUNTIES.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	Amount of money raised by taxes for the support of Public Schools.	Income of Surplus Revenue, and of similar funds, appropriated for Public Schools.	TOTAL.	Valuation of 1865.	Amount contributed for board and fuel.
1	1	NANTUCKET,	$.003-95	$8,500 00	–	$8,500 00	$2,152,568 00	–
2	2	Barnstable,	3-06	43,725 00	–	43,725 00	14,276,198 00	$1,133 37
3	3	Middlesex,	3-05	473,535 64	–	473,535 64	155,324,728 00	548 75
5	4	Hampden,	2-90	96,001 00	$103 10	96,104 10	33,253,177 00	5,482 75
4	5	Essex,	2-89	259,613 02	1,214 45	260,827 47	90,393,467 00	820 00
9	6	Worcester,	2-80	225,730 51	962 62	226,693 13	80,857,766 00	1,051 87
8	7	Norfolk,	2-78	263,414 60	678 03	264,092 63	95,097,794 00	695 00
6	8	Plymouth,	2-67	74,701 38	–	74,701 38	27,932,058 00	1,006 74
7	9	Franklin,	2-62	33,889 17	241 94	34,131 11	13,048,120 00	5,162 26
10	10	Hampshire,	2-58	52,698 45	236 98	52,935 43	20,510,994 00	4,993 56
13	11	Berkshire,	2-15	59,546 00	642 52	60,188 52	27,937,444 00	9,925 90
12	12	Bristol,	2-15	127,651 19	264 00	127,915 19	59,464,668 00	1,538 00
11	13	Dukes,	2-11	4,600 00	–	4,600 00	2,183,975 00	12 00
14	14	Suffolk,	1-63	632,000 00	–	632,000 00	387,276,700 00	–

AGGREGATE FOR THE STATE.

14 Counties,	$.002-34	$2,355,505 96	$4,443 64	$2,359,949 60	$1,009,709,652 00	$32,370 20

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Arrangement of the Counties according to their Appropriations, including Voluntary Contributions.

If the Counties are numerically arranged, according to the percentage of their valuations appropriated for Public Schools, voluntary contributions of board and fuel being added to the sum raised by tax and to the income of the Surplus Revenue, as severally given in the previous Table, the order of precedence will be as follows:—

For 1865-6.	For 1866-7.	COUNTIES.	Percentage of Valuation equivalent to mills and hundredths of mills.
1	1	NANTUCKET,	$.003-95
2	2	Barnstable,	3-14
4	3	Hampden,	3-05
5	4	Middlesex,	3-05
3	5	Franklin,	3-01
7	6	Essex,	2-89
9	7	Hampshire,	2-82
10	8	Worcester,	2-82
8	9	Norfolk,	2-78
6	10	Plymouth,	2-71
13	11	Berkshire,	2-51
12	12	Bristol,	2-18
11	13	Dukes,	2-11
14	14	Suffolk,	1-63
Aggregate for the State,			$.002-37

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GRADUATED TABLES—Third Series.

The following Table exhibits the ratio of the mean average attendance in each town to the whole number of children between 5 and 15 according to the returns. The mean average is found by adding the average attendance in Summer to the average attendance in Winter, and dividing the amount by 2. The fraction (five-tenths) when it occurs in dividing by 2, is reckoned, but is not expressed in the column giving the mean average. In some cases the true mean average is not obtained by this process, for reasons peculiar to the schools of some towns. In such cases school committees were requested to indicate in their returns the true mean average, that their result may be inserted in the Table.

The ratio is expressed in decimals, continued to four figures, the first two of which are separated from the last two by a point, as only the two former are essential to denote the real per cent. Yet the ratios of many towns are so nearly equal, or the difference is so small a fraction, that the first two decimals, with the appropriate mathematical sign appended, indicate no distinction. The continuation of the decimals, therefore, is simply to indicate a priority in cases where, without such continuation, the ratios would appear to be precisely similar.

In several cases the ratio of attendance exhibited in the Table is over 100 per cent. These results, supposing the registers to have been properly kept, and the returns correctly made, are to be thus explained:—the mean average attendance upon all Public Schools, being compared with the whole number of children in the town between 5 and 15, the result may be over 100 per cent., because the attendance of children under 5 and over 15, may more than compensate for the absence of children between those ages.

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GRADUATED TABLES—THIRD SERIES.

Table, in which all the Towns in the State are numerically arranged, according to the AVERAGE ATTENDANCE *of their children upon the Public Schools, for the year* 1866–7.

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1	WESTHAM'N,	133	171	1.28-95	34	Needham, .	533	478	.89-68
2	Pepperell, .	266	320	1.20-30	35	Essex, .	337	302	.89-61
3	Rockport, .	633	802	1.17-49	36	Nantucket, .	715	640	.89-51
4	Northboro', .	307	358	1.16-61	37	Princeton, .	247	221	.89-47
5	Oakham, .	152	167	1.09-87	38	Dana, .	174	155	.89-37
6	Shrewsbury,	315	340	1.08-09	39	Seekonk, .	151	134	.89-07
7	Georgetown,	418	424	1.01-44	40	Phillipston, .	137	122	.89-05
8	Warwick, .	175	177	1.01-14	41	Barre, .	511	455	.89-04
9	Medfield, .	143	144	1.01-05	42	Marion, .	213	189	.88-73
10	Boylston, .	152	151	.99-34	43	Brookline, .	1,005	890	.88-56
11	Littleton, .	192	189	.98-70	44	Tyngsboro',	102	90	.88-23
12	Sterling, .	282	277	.98-40	45	Royalston, .	298	261	.87-75
13	Ashby, .	185	179	.97-03	46	Spencer, .	703	615	.87-48
14	Hawley, .	138	133	.96-38	47	Weston, .	224	195	.87-28
15	Erving, .	117	112	.96.15	48	Templeton, .	480	418	.87-08
16	Blandford, .	193	185	.96-11	49	Swampscott,	321	279	.87-07
17	Acton, .	328	314	.95-73	50	Charlton, .	385	335	.87-01
18	Dracut, .	298	285	.95-64	51	Carlisle, .	130	113	.86-92
19	Waltham, .	1,165	1,106	.94-98	52	Truro, .	279	242	.86-74
20	W.Roxbury,	1,174	1,114	.94-93	53	N. Bedford,	3,442	2,981	.86-62
21	Paxton, .	137	129	.94-16	54	Westminster,	371	321	.86-52
22	Lunenburg, .	192	179	.93-23	55	Hopkinton, .	1,008	870	.86-36
23	Boxboro', .	91	84	.92-86	56	Holland, .	84	72	.85-71
24	Upton, .	352	324	.92-05	57	Becket, .	281	240	.85-59
25	Hubbardston,	320	294	.92-03	58	Orange, .	360	308	.85-56
26	Leominster,	626	573	.91-61	59	Prescott, .	107	91	.85-51
27	Nahant, .	73	66	.91-09	60	Holden, .	358	306	.85-47
28	Plainfield, .	104	94	.90-86	61	Arlington, .	566	483	.85-42
29	Kingston, .	306	277	.90-52	62	Winthrop, .	124	105	.85-08
30	Coleraine, .	344	311	.90-41	63	W.Bridgew'r,	421	358	.85-04
31	New Salem,	214	193	.90-19	64	Southboro', .	333	282	.84-83
32	Tyringham,	125	112	.90-00	65	Brookfield, .	428	363	.84-81
33	Belmont, .	242	217	.89-70	66	Duxbury, .	476	403	.84-66

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	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
67	Townsend, .	359	303	.84-54	115	Monroe, .	39	31	.79-49
68	Mansfield, .	424	358	.84-43	116	Ashburnham,	461	366	.79-40
69	Lynnfield, .	137	115	.84-31	117	Dennis, .	813	645	.79-34
70	Stoneham, .	587	494	.84-24	118	Gill, . .	128	101	.79-30
71	Cummington,	238	200	.84-24	119	W.Brookfield,	368	291	.79-21
72	Framingham,	780	656	.84-10	120	Chelsea, .	3,320	2,629	.79-20
73	Franklin, .	493	413	.83-87	121	Amesbury, .	858	679	.79-19
74	Sudbury, .	329	275	.83-74	122	Lincoln, .	146	115	.79-11
75	Orleans, .	310	259	.83-71	123	Rochester, .	200	158	.79-00
76	Rutland, .	235	196	.83-62	124	Andover, .	988	779	.78-85
77	Gloucester, .	2,647	2,202	.83-19	125	Sherborn, .	210	165	.78-81
78	Plymouth, .	1,263	1,049	.83-06	126	Leicester, .	493	388	.78-70
79	Ashfield, .	259	215	.83-01	127	Deerfield, .	674	530	.78-64
80	Harvard, .	278	230	.82-91	128	Stow, . .	332	261	.78-61
81	Yarmouth, .	455	377	.82-86	129	Leverett, .	189	148	.78-57
82	Beverly, .	1,057	875	.82-78	130	Dighton, .	321	252	.78-50
83	Wenham, .	194	160	.82-73	131	Pelham, .	150	117	.78-33
84	Watertown,	711	586	.82-49	132	Stoughton, .	1,152	902	.78-30
85	Conway, .	330	272	.82-42	133	W.Newbury,	435	340	.78-28
86	Chilmark, .	88	72	.82-39	134	Edgartown,	318	248	.77-99
87	Newton, .	2,022	1,665	.82-37	135	Woburn, .	1,618	1,261	.77-94
88	Charlestown,	5,184	4,248	.81-94	136	Winchester,	482	374	.77-70
89	Petersham, .	263	215	.81-94	137	Scituate, .	446	346	.77-69
90	Gardner, .	561	459	.81-91	138	Hanson, .	244	189	.77-66
91	Medford, .	1,182	967	.81-81	139	Medway, .	676	525	.77-66
92	Milton, .	505	413	.81-78	140	Westboro', .	630	489	.77-62
93	Rowe, .	134	109	.81-72	141	Dover, .	125	97	.77-60
94	Lexington, .	437	357	.81-70	142	Ware, . .	736	571	.77-58
95	Worthington,	207	169	.81-64	143	E.Bridgew'r,	653	503	.77-11
96	Amherst, .	637	520	.81-63	144	Granby, .	194	149	.77-06
97	Hadley, .	403	328	.81-39	145	Swansea, .	255	196	.77-06
98	Sunderland,	182	148	.81-32	146	Ipswich, .	588	453	.77-04
99	Bernardston,	171	139	.81-29	147	Hamilton, .	123	94	.76-83
100	Montague, .	366	296	.81-01	148	Methuen, .	473	363	.76-74
101	Reading, .	598	484	.80-94	149	Provincet'n,	719	551	.76-63
102	Raynham, .	322	260	.80-90	150	Billerica, .	327	250	.76-61
103	Goshen, .	83	67	.80-72	151	Carver, .	181	138	.76-52
104	Boxford, .	207	167	.80-68	152	Danvers, .	1,201	919	.76-52
105	Greenwich, .	123	99	.80-49	153	Brimfield, .	236	180	.76-48
106	Somerville, .	2,159	1,737	.80-48	154	Shutesbury,	174	133	.76-44
107	Belchertown,	519	417	.80-35	155	Bellingham,	265	202	.76-42
108	N.Braintree,	158	126	.80-06	156	Sturbridge, .	377	288	.76-40
109	Malden, .	1,605	1,282	.79-91	157	Bedford, .	154	117	.76-30
110	Wellfleet, .	501	400	.79-84	158	Savoy, .	194	148	.76-29
111	Berlin, .	215	171	.79-77	159	S. Hadley, .	499	380	.76-25
112	Dorchester, .	2,129	1,696	.79-66	160	Athol, .	589	449	.76-23
113	Easton, .	688	547	.79-58	161	Concord, .	458	349	.76-20
114	Quincy, .	1,512	1,202	.79-53	162	Marshfield, .	380	289	.76-13

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	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
163	Northbridge,	581	442	.76-08	211	Clinton, .	808	858	.72-77
164	Plympton, .	186	141	.76-08	212	N.Bridgew'r,	1,523	1,106	.72-62
165	Eastham, .	139	105	.75-90	213	Hardwick, .	370	268	.72-57
166	Douglas, .	516	391	.75-87	214	Tisbury, .	350	254	.72-57
167	Foxborough,	545	413	.75-87	215	Natick, .	1,178	854	.72-50
168	Agawam, .	292	221	.75-86	216	Dedham, .	1,512	1,094	.72-39
169	Manchester,	383	290	.75-72	217	Berkley, .	189	136	.72-22
170	Winchendon,	548	414	.75-64	218	Wareham, .	624	450	.72-20
171	Barnstable, .	1,003	758	.75-62	219	Russell, .	142	102	.72-18
172	Brighton, .	907	684	.75-41	220	Grafton, .	944	681	.72.14
173	Mendon, .	247	186	.75-30	221	N.Brookfield,	557	401	.72-08
174	Walpole, .	378	284	.75-26	222	Shelburne, .	304	219	.72-04
175	Chelmsford,	493	371	.75-25	223	Marlboro', .	1,358	977	.71-98
176	Holliston, .	761	572	.75-16	224	Wales, .	132	95	.71-97
177	Enfield, .	198	148	.75-00	225	Worcester, .	5,780	4,151	.71-83
178	Fitchburg, .	1,772	1,326	.74-86	226	Hatfield, .	312	222	.71-31
179	Bolton, .	326	244	.74-85	227	Longmeadow,	251	179	.71-31
180	Wayland, .	238	178	.74-79	228	Chatham, .	634	452	.71-29
181	Melrose, .	626	468	.74-76	229	Halifax, .	139	99	.71-22
182	Lowell, .	5,978	4,452	.74-47	230	Westport, .	564	400	.71-01
183	Rehoboth, .	362	269	.74-45	231	Norton, .	353	250	.70-96
184	Ashland, .	355	264	.74-37	232	Southwick, .	260	184	.70-77
185	Middleton, .	212	157	.74-29	233	W.Spring'ld,	405	286	.70-62
186	Abington, .	2,172	1,613	.74-26	234	Dunstable, .	83	58	.70-48
187	Shirley, .	314	233	.74-20	235	W.Boylston,	497	349	.70-22
188	Canton, .	813	603	.74-17	236	Monson, .	563	395	.70-16
189	Marblehead,	1,438	1,066	.74-17	237	Hinsdale, .	341	239	.70-09
190	Weymouth,	1,890	1,401	.74-15	238	Sharon, .	274	192	.70-07
191	Rowley, .	261	193	.74-14	239	So. Danvers,	1,401	980	.69-99
192	Saugus, .	436	323	.74-08	240	Whately, .	199	139	.69-85
193	Boston, .	35235	26092	.74-07	241	Roxbury, .	6,379	4,455	.69-84
194	Freetown, .	306	226	.74-02	242	Chicopee, .	1,388	969	.69-81
195	Chesterfield,	175	129	.74-00	243	Lancaster, .	331	231	.69-79
196	N. Reading,	217	160	.73-96	244	Pembroke, .	303	210	.69-77
197	Windsor, .	178	131	.73-88	245	Haverhill, .	2,029	1,415	.69-76
198	Acushnet, .	252	186	.73-81	246	Hanover, .	330	230	.69-70
199	Wendell, .	127	93	.73-62	247	Chester, .	303	211	.69-64
200	Wilbraham,	392	288	.73-47	248	Tewksbury,	279	194	.69-53
201	Somerset, .	420	308	.73-45	249	Stockbridge,	452	313	.69-25
202	Middleboro',	980	719	.73-37	250	Falmouth, .	456	315	.69-08
203	S. Reading,	690	505	.73-26	251	Lakeville, .	197	136	.69-04
204	Oxford, .	569	416	.73-11	252	Braintree, .	854	589	.68-97
205	Harwich, .	803	586	.73-04	253	Egremont, .	195	134	.68-97
206	Fairhaven, .	519	379	.73-03	254	Northfield, .	381	262	.68-90
207	Uxbridge, .	572	417	.72-99	255	Warren, .	425	291	.68-59
208	Leyden, .	111	81	.72-97	256	Heath, .	141	96	.68-44
209	Florida, .	194	141	.72-94	257	Lynn, . .	4,592	3,140	.68-39
210	Wilmington,	194	141	.72-94	258	Groton, .	712	486	.68-33

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	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
259	No. Chelsea,	179	121	.67-88	298	Mattapoisett,	277	171	.61-73
260	Springfield, .	3,846	2,606	.67-76	299	Ludlow, .	250	154	.61-60
261	Alford, .	65	44	.67-69	300	N.Marlboro',	373	229	.61-53
262	Northampt'n,	1,599	1,081	.67-60	301	Sandwich, .	942	578	.61-41
263	Monterey, .	154	103	.67-21	302	N. Ashford,	44	27	.61-36
264	Bridgewater,	746	500	.67-09	303	Huntington,	245	150	.61-22
265	Williamsb'rg,	480	321	.66-87	304	Topsfield, .	255	154	.60-59
266	Wrentham, .	619	413	.66-80	305	Blackstone, .	1,094	656	.60-01
267	Cambridge, .	7,213	4,807	.66-65	306	Hudson, .	357	214	.59-94
268	Pittsfield, .	1,916	1,276	.66-62	307	Dartmouth, .	730	437	.59-93
269	Auburn, .	242	160	.66-32	308	Newburyp't,	2,994	1,788	.59-74
270	Salisbury, .	756	500	.66-20	309	Brewster, .	298	178	.59-73
271	Palmer, .	711	467	.65-75	310	Burlington, .	113	66	.58-41
272	Montgomery,	80	52	.65-62	311	Groveland, .	333	194	.58-26
273	Bradford, .	336	219	.65-33	312	Granville, .	319	181	.56-90
274	Middlefield,	160	104	.65-31	313	Hull, . .	44	25	.56-82
275	Cohasset, .	420	274	.65-24	314	Williamst'n,	572	325	.56-82
276	Attleboro', .	1,364	887	.65-07	315	Webster, .	700	389	.55-64
277	So. Scituate,	323	210	.65-02	316	Lee, . .	987	537	.54-46
278	Taunton, .	3,377	2,193	.64-95	317	Lanesboro',	259	141	.54-44
279	Peru, . .	95	61	.64-74	318	Easthampt'n,	741	389	.52-50
280	N. Andover,	505	326	.64-65	319	Lawrence, .	4,026	2,097	.52-09
281	Sutton, .	547	351	.64-26	320	Holyoke, .	1,321	680	.51-51
282	Charlemont,	238	152	.63-87	321	Dudley, .	524	269	.51-34
283	Milford, .	2,530	1,615	.63-83	322	Fall River, .	4,330	2,216	.51-19
284	Hingham, .	765	488	.63-79	323	Clarksburg,	139	70	.50-36
285	Westford, .	350	222	.63-57	324	Lenox, .	317	157	.49-53
286	Westfield, .	1,116	709	.63-53	325	Sheffield, .	538	262	.48-70
287	Richmond, .	210	133	.63-33	326	Gt.Barring'n,	930	438	.47-15
288	Hancock, .	200	126	.63-25	327	Salem, .	4,809	2,259	.46-97
289	Buckland, .	437	276	.63-16	328	Cheshire, .	376	173	.46-01
290	Dalton, .	278	175	.63-13	329	Southbridge,	1,064	489	.45-96
291	Southampt'n,	258	162	.62-98	330	Tolland, .	147	67	.45-58
292	Sandisfield,	365	229	.62-88	331	Adams, .	2,172	956	.44-01
293	Greenfield, .	673	423	.62-85	332	Gosnold, .	19	8	.42-11
294	Newbury, .	278	173	.62-23	333	Mt.Washing'n	81	32	.39-51
295	Otis, . .	217	135	.62-21	334	W.Stockbr'ge,	572	185	.32-34
296	Randolph, .	1,451	902	.62-20	335	Washington,	215	67	.31-40
297	Millbury, .	883	546	.61-83		Marshpee, .	68	37	.54-41

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GRADUATED TABLES—Third Series.

Table, in which all the Towns in the respective Counties in the State are numerically arranged, according to the mean average attendance of their children upon the Public Schools, for the year 1866–7.

[For an explanation of the principle on which these Tables are constructed, see *ante* p. xc.]

SUFFOLK COUNTY.

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1	WINTHROP,	124	105	.85-08	3	Boston, .	35235	26092	.74-07
2	Chelsea, .	3,320	2,629	.79-20	4	No. Chelsea,	179	121	.67-88

ESSEX COUNTY.

1	ROCKPORT,	683	802	1.17-49	18	Manchester,	383	290	.75-72
2	Georgetown,	418	424	1.01-44	19	Middleton, .	212	157	.74-29
3	Nahant, .	73	66	.91-09	20	Marblehead,	1,438	1,066	.74-17
4	Essex, .	337	302	.89-61	21	Rowley, .	261	193	.74-14
5	Swampscott,	321	279	.87-07	22	Saugus, .	436	323	.74-08
6	Lynnfield, .	137	115	.84-31	23	So. Danvers,	1,401	980	.69-99
7	Gloucester, .	2,647	2,202	.83-19	24	Haverhill, .	2,029	1,415	.69-76
8	Beverly, .	1,057	875	.82-78	25	Lynn, . .	4,592	3,140	.68-39
9	Wenham, .	194	160	.82-73	26	Salisbury, .	756	500	.66-20
10	Boxford, .	207	167	.80-68	27	Bradford, .	336	219	.65-33
11	Amesbury, .	858	679	.79-19	28	N. Andover,	505	326	.64-65
12	Andover .	988	779	.78-85	29	Newbury, .	278	173	.62-23
13	W.Newbury,	435	340	.78-28	30	Topsfield, .	255	154	.60-59
14	Ipswich, .	588	453	.77-04	31	Newburyp't,	2,994	1,788	.59-74
15	Hamilton, .	123	94	.76-83	32	Groveland, .	333	194	.58-26
16	Methuen, .	473	363	.76-74	33	Lawrence, .	4,026	2,097	.52-09
17	Danvers, .	1,201	919	.76-52	34	Salem, .	4,809	2,259	.46-97

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MIDDLESEX COUNTY.

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1	PEPPERELL,	266	320	1.20-30	28	Stow, . .	332	261	.78-61
2	Littleton, .	192	189	.98-70	29	Woburn, .	1,618	1,261	.77-94
3	Ashby, .	185	179	.97-03	30	Winchester,	482	374	.77-70
4	Acton, .	328	314	.95-73	31	Billerica, .	327	250	.76-61
5	Dracut, .	298	285	.95-64	32	Bedford, .	154	117	.76-30
6	Waltham, .	1,165	1,106	.94-98	33	Concord, .	458	349	.76-20
7	Boxborough,	91	84	.92-86	34	Brighton, .	907	684	.75-41
8	Belmont, .	242	217	.89-70	35	Chelmsford,	493	371	.75-25
9	Tyngsboro',	102	90	.88-23	36	Holliston, .	761	572	.75-16
10	Weston, .	224	195	.87-28	37	Wayland, .	238	178	.74-79
11	Carlisle, .	130	113	.86-92	38	Melrose, .	626	468	.74-76
12	Hopkinton, .	1,008	870	.86-36	39	Lowell, .	5,978	4,452	.74-47
13	Arlington, .	566	483	.85-42	40	Ashland, .	355	264	.74-37
14	Townsend, .	359	303	.84-54	41	Shirley, .	314	233	.74-20
15	Stoneham, .	587	494	.84-24	42	N. Reading,	217	160	.73-96
16	Framingh'm,	780	656	.84-10	43	So. Reading,	690	505	.73-26
17	Sudbury, .	329	275	.83-74	44	Wilmington,	194	141	.72-94
18	Watertown,	711	586	.82-49	45	Natick, .	1,178	854	.72-50
19	Newton, .	2,022	1,665	.82-37	46	Marlborough,	1,358	977	.71-98
20	Charlestown,	5,184	4,248	.81-94	47	Dunstable, .	83	58	.70-48
21	Medford, .	1,182	967	.81-81	48	Tewksbury,	279	194	.69-53
22	Lexington, .	437	357	.81-70	49	Groton, .	712	486	.68-33
23	Reading, .	598	484	.80-94	50	Cambridge, .	7,213	4,807	.66-65
24	Somerville, .	2,159	1,737	.80-48	51	Westford, .	350	222	.63-57
25	Malden, .	1,605	1,282	.79-91	52	Hudson, .	357	214	.59-94
26	Lincoln, .	146	115	.79-11	53	Burlington, .	113	66	.58-41
27	Sherborn, .	210	165	.78-81					

WORCESTER COUNTY.

1	NORTHBORO'	307	358	1.16-61	14	Barre, . .	511	455	.89-04
2	Oakham, .	152	167	1.09-87	15	Royalston, .	298	261	.87-75
3	Shrewsbury,	315	340	1.08-09	16	Spencer, .	703	615	.87-48
4	Boylston, .	152	151	.99-34	17	Templeton, .	480	418	.87-08
5	Sterling, .	282	277	.98-40	18	Charlton, .	385	335	.87-01
6	Paxton, .	137	129	.94-16	19	Westminster,	371	321	.86-52
7	Lunenburg,	192	179	.93-23	20	Holden, .	358	306	.85-47
8	Upton, .	352	324	.92-05	21	Southboro', .	333	282	.84-83
9	Hubbardston,	320	294	.92-03	22	Brookfield, .	428	363	.84-81
10	Leominster,	626	573	.91-61	23	Rutland, .	235	196	.83-62
11	Princeton, .	247	221	.89-47	24	Harvard, .	278	230	.82-91
12	Dana, . .	174	155	.89-37	25	Petersham, .	263	215	.81-94
13	Phillipston, .	137	122	.89-05	26	Gardner, .	561	459	.81-91

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WORCESTER COUNTY—Continued.

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
27	N.Braintree,	158	126	.80-06	43	Clinton, .	808	588	.72-77
28	Berlin, .	215	171	.79-77	44	Hardwick, .	370	268	.72-57
29	Ashburnham,	461	366	.79-40	45	Grafton, .	944	681	.72-14
30	W.Brookfield,	368	291	.79-21	46	N.Brookfield,	557	401	.72-08
31	Leicester, .	493	388	.78-70	47	Worcester, .	5,780	4,151	.71-83
32	Westboro', .	630	489	.77-62	48	W.Boylston,	497	349	.70-22
33	Sturbridge, .	377	288	.76-40	49	Lancaster, .	331	231	.69-79
34	Athol, . .	589	449	.76-23	50	Warren, .	425	291	.68-59
35	Northbridge,	581	442	.76-08	51	Auburn, .	242	160	.66-32
36	Douglas, .	516	391	.75-87	52	Sutton, .	547	351	.64-26
37	Winchendon,	548	414	.75-64	53	Milford, .	2,530	1,615	.63-83
38	Mendon, .	247	186	.75-30	54	Millbury, .	883	546	.61-83
39	Fitchburg, .	1,772	1,326	.74-86	55	Blackstone, .	1,094	656	.60-01
40	Bolton, .	326	244	.74-85	56	Webster, .	700	389	.55-64
41	Oxford, .	569	416	.73-11	57	Dudley, .	524	269	.51-34
42	Uxbridge, .	572	417	.72-99	58	Southbridge,	1,064	489	.45-96

HAMPSHIRE COUNTY.

1	WESTHAM'N,	133	171	1.28-95	13	Granby, .	194	149	.77-06
2	Plainfield, .	104	94	.90-86	14	So. Hadley,	499	380	.76-25
3	Prescott, .	107	91	.85-51	15	Enfield, .	198	148	.75-00
4	Cummington,	238	200	.84-24	16	Chesterfield,	175	129	.74-00
5	Worthington,	207	169	.81-64	17	Hatfield, .	312	222	.71-31
6	Amherst, .	637	520	.81-63	18	Northampton,	1,599	1,081	.67-60
7	Hadley, .	403	328	.81-39	19	Williamsburg,	480	321	.66-87
8	Goshen, .	83	67	.80-72	20	Middlefield,	160	104	.65-31
9	Greenwich, .	123	99	.80-49	21	Southampton,	258	162	.62-98
10	Belchertown,	519	417	.80-35	22	Huntington,	245	150	.61-22
11	Pelham, .	150	117	.78-33	23	Easthampton,	741	389	.52-50
12	Ware, . .	736	571	.77-58					

HAMPDEN COUNTY.

1	BLANDFORD,	193	185	.96-11	6	Russell, .	142	102	.72-18
2	Holland, .	84	72	.85-71	7	Wales, .	132	95	.71-97
3	Brimfield, . .	236	180	.76-48	8	Longmeadow,	251	179	.71-37
4	Agawam, .	292	221	.75-86	9	Southwick, .	260	184	.70-77
5	Wilbraham,	392	288	.73-47	10	W.Spring'ld,	405	286	.70-62

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HAMPDEN COUNTY—Continued.

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
11	Monson, .	563	395	.70-16	17	Westfield, .	1,116	709	.63-53
12	Chicopee, .	1,388	969	.69-81	18	Ludlow, .	250	154	.61-60
13	Chester, .	303	211	.69-64	19	Granville, .	319	181	.56-90
14	Springfield,.	3,846	2,606	.67-76	20	Holyoke, .	1,321	680	.51-51
15	Palmer, .	711	467	.65-75	21	Tolland, .	147	67	.45-58
16	Montgomery,	80	52	.65-62					

FRANKLIN COUNTY.

1	WARWICK,	175	177	1.01-14	14	Gill, . .	128	101	.79-30
2	Hawley, .	138	133	.96-38	15	Deerfield, .	674	530	.78-64
3	Erving, .	117	112	.96-15	16	Leverett, .	189	148	.78-57
4	Coleraine, .	344	311	.90-41	17	Shutesbury,	174	133	.76-44
5	New Salem,	214	193	.90-19	18	Wendell, .	127	93	.73-62
6	Orange, .	360	308	.85-56	19	Leyden, .	111	81	.72-97
7	Ashfield, .	259	215	.83-01	20	Shelburne, .	304	219	.72-04
8	Conway, .	330	272	.82-42	21	Whately, .	199	139	.69-85
9	Rowe,. .	134	109	.81-72	22	Northfield, .	381	262	.68-90
10	Sunderland,	182	148	.81-32	23	Heath, .	141	96	.68-44
11	Bernardston,	171	139	.81-29	24	Charlemont,	238	152	.63-87
12	Montague, .	366	296	.81-01	25	Buckland, .	437	276	.63-16
13	Monroe, . .	39	31	.79-49	26	Greenfield, .	673	423	.62-85

BERKSHIRE COUNTY.

1	TYRINGHAM,	125	112	.90-00	17	Otis, . .	217	135	.62-21
2	Becket, .	281	240	.85-59	18	N.Marlboro',	373	229	.61-53
3	Savoy, .	194	148	.76-29	19	N. Ashford,	44	27	.61-36
4	Windsor, .	178	131	.73-88	20	Williamst'wn,	572	325	.56-82
5	Florida, .	194	141	.72-94	21	Lee, . .	987	537	.54-46
6	Hinsdale, .	341	239	.70-09	22	Lanesboro',.	259	141	.54-44
7	Stockbridge,	452	313	.69-25	23	Clarksburg,.	139	70	.50-36
8	Egremont, .	195	134	.68-97	24	Lenox, .	317	157	.49-53
9	Alford, .	65	44	.67-69	25	Sheffield, .	538	262	.48-70
10	Monterey, .	154	103	.67-21	26	G.Barrington,	930	438	.47-15
11	Pittsfield, .	1,916	1,276	.66-62	27	Cheshire, .	376	173	.46-01
12	Peru, . .	95	61	.64-74	28	Adams, .	2,172	956	.44-01
13	Richmond, .	210	133	.63-33	29	Mt.Wash'ton,	81	32	.39-51
14	Hancock, .	200	126	.63-25	30	W.Stockb'ge,	572	185	.32-34
15	Dalton, .	278	175	.63-13	31	Washington,	215	67	.31-40
16	Sandisfield,.	365	229	.62-88					

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NORFOLK COUNTY.

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1	MEDFIELD,	143	144	1.01-05	13	Foxborough,	545	413	.75-87
2	W. Roxbury,	1,174	1,114	.94-93	14	Walpole, .	378	284	.75-26
3	Needham, .	533	478	.89-68	15	Canton, .	813	603	.74-17
4	Brookline, .	1,005	890	.88-56	16	Weymouth, .	1,890	1,401	.74-15
5	Franklin, .	493	413	.83-87	17	Dedham, .	1,512	1,094	.72-39
6	Milton, .	505	413	.81-78	18	Sharon, .	274	192	.70-07
7	Dorchester, .	2,129	1,696	.79-66	19	Roxbury, .	6,879	4,455	.69-84
8	Quincy, .	1,512	1,202	.79-53	20	Braintree, .	854	589	.68-97
9	Stoughton, .	1,152	902	.78-30	21	Wrentham, .	619	413	.66-80
10	Medway, .	676	525	.77-66	22	Cohasset, .	420	274	.65-24
11	Dover, .	125	97	.77-60	23	Randolph, .	1,451	902	.62-20
12	Bellingham,	265	202	.76-42					

BRISTOL COUNTY.

1	SEEKONK, .	151	134	.89-07	11	Somerset, .	420	308	.73-45
2	N. Bedford,	3,442	2,981	.86-62	12	Fairhaven, .	519	379	.73-03
3	Mansfield, .	424	358	.84-43	13	Berkley, .	189	136	.72-22
4	Raynham, .	322	260	.80-90	14	Westport, .	564	400	.71-01
5	Easton, .	688	547	.79-58	15	Norton, .	353	250	.70-96
6	Dighton, .	321	252	.78-50	16	Attleboro', .	1,364	887	.65-07
7	Swansea, .	255	196	.77-06	17	Taunton, .	3,377	2,193	.64-95
8	Rehoboth, .	362	269	.74-45	18	Dartmouth, .	730	437	.59-93
9	Freetown, .	306	226	.74-02	19	Fall River, .	4,330	2,216	.51-19
10	Acushnet, .	252	186	.73-81					

PLYMOUTH COUNTY.

1	KINGSTON,	306	277	.90-52	14	Middleboro',	980	719	.73-37
2	Marion, .	213	189	.88-73	15	N. Bridgew'r,	1,523	1,106	.72-62
3	W. Bridgew'r,	421	358	.85-04	16	Wareham, .	624	450	.72-20
4	Duxbury, .	476	403	.84-66	17	Halifax, .	139	99	.71-22
5	Plymouth, .	1,263	1,049	.83-06	18	Pembroke, .	303	210	.69-77
6	Rochester, .	200	158	.79-00	19	Hanover, .	330	230	.69-70
7	Scituate, .	446	346	.77-69	20	Lakeville, .	197	136	.69-04
8	Hanson, .	244	189	.77-66	21	Bridgewater,	746	500	.67-09
9	E. Bridgew'r,	653	503	.77-11	22	So. Scituate,	323	210	.65-02
10	Carver, .	181	138	.76-52	23	Hingham, .	765	488	.63-79
11	Marshfield, .	380	289	.76-18	24	Mattapoisett,	277	171	.61-73
12	Plympton, .	186	141	.76-08	25	Hull, . .	44	25	.56-82
13	Abington, .	2,172	1,613	.74-26					

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BARNSTABLE COUNTY.

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1	TRURO, .	279	242	.86-74	8	Barnstable, .	1,003	758	.75-62
2	Orleans, .	310	259	.83-71	9	Harwich, .	803	586	.73-04
3	Yarmouth, .	455	377	.82-86	10	Chatham, .	634	452	.71-29
4	Wellfleet, .	501	400	.79-84	11	Falmouth, .	456	315	.69-08
5	Dennis, .	813	645	.79-34	12	Sandwich, .	942	578	.61-41
6	Provincet'wn,	719	551	.76-63	13	Brewster, .	298	178	.59-73
7	Eastham, .	139	105	.75-90		Marshpee, .	68	37	.54-41

DUKES COUNTY.

1	CHILMARK,	88	72	.82-39	3	Tisbury, .	350	254	.72-57
2	Edgartown,	318	248	.77-99	4	Gosnold, .	19	8	.42-11

NANTUCKET COUNTY.

NANTUCKET, ...	715	640	.89-51

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TABLE, in which all the Counties are numerically arranged, according to the AVERAGE ATTENDANCE *of their children upon the Public Schools, for the year* 1866–7.

For 1865–6.	For 1866–7.	COUNTIES.	Ratio of attendance, &c.
2	1	NANTUCKET,	.89-51
3	2	Middlesex,	.77-41
4	3	Franklin,	.77-23
9	4	Norfolk,	.75-27
10	5	Dukes,	.75-16
8	6	Plymouth,	.74-68
6	7	Barnstable,	.74-60
7	8	Worcester,	.74-59
1	9	Suffolk,	.74-52
5	10	Hampshire,	.73-30
13	11	Bristol,	.68-72
12	12	Essex,	.67-91
11	13	Hampden,	.66-66
14	14	Berkshire,	.57-26

MEAN AVERAGE ATTENDANCE FOR THE STATE.

Number of children between 5 and 15 years of age in the State,	261,498
Mean average attendance,	190,051
Ratio of attendance to the whole number of children between 5 and 15, expressed in decimals,	.73

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